FOURTEENTH ANNUAL REPORT

OF THE

DEPARTMENT OF EDUCATION

OF THE

PROVINCE OF ALBERTA

1919

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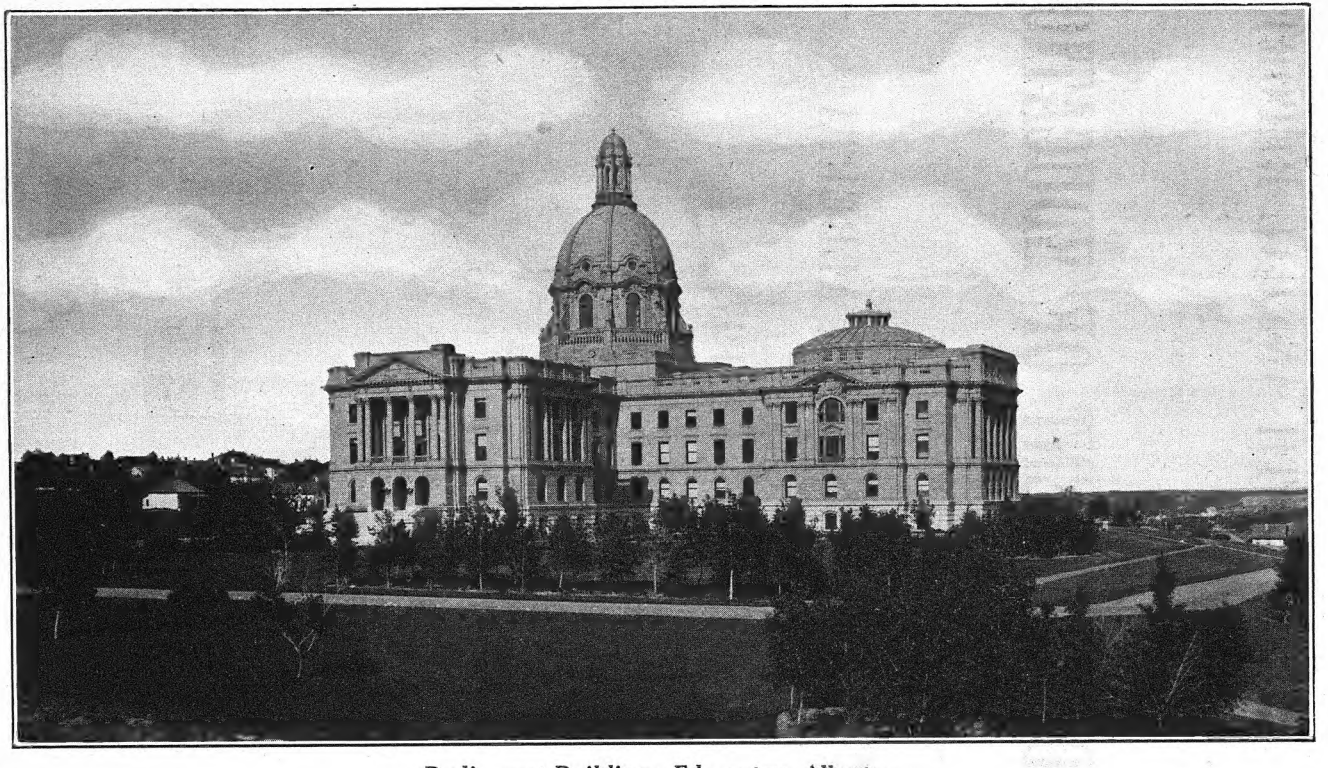

Parliament Buildings, Edmonton, Alberta.

DEPARTMENT OF EDUCATION,
EDMONTON, December 31, 1919.

To His Honour
ROBERT GEORGE BRETT,
Lieutenant Governor of the Province of Alberta.

SIR,—

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1919.

Your obedient servant,

GEO. P. SMITH,
Minister of Education.

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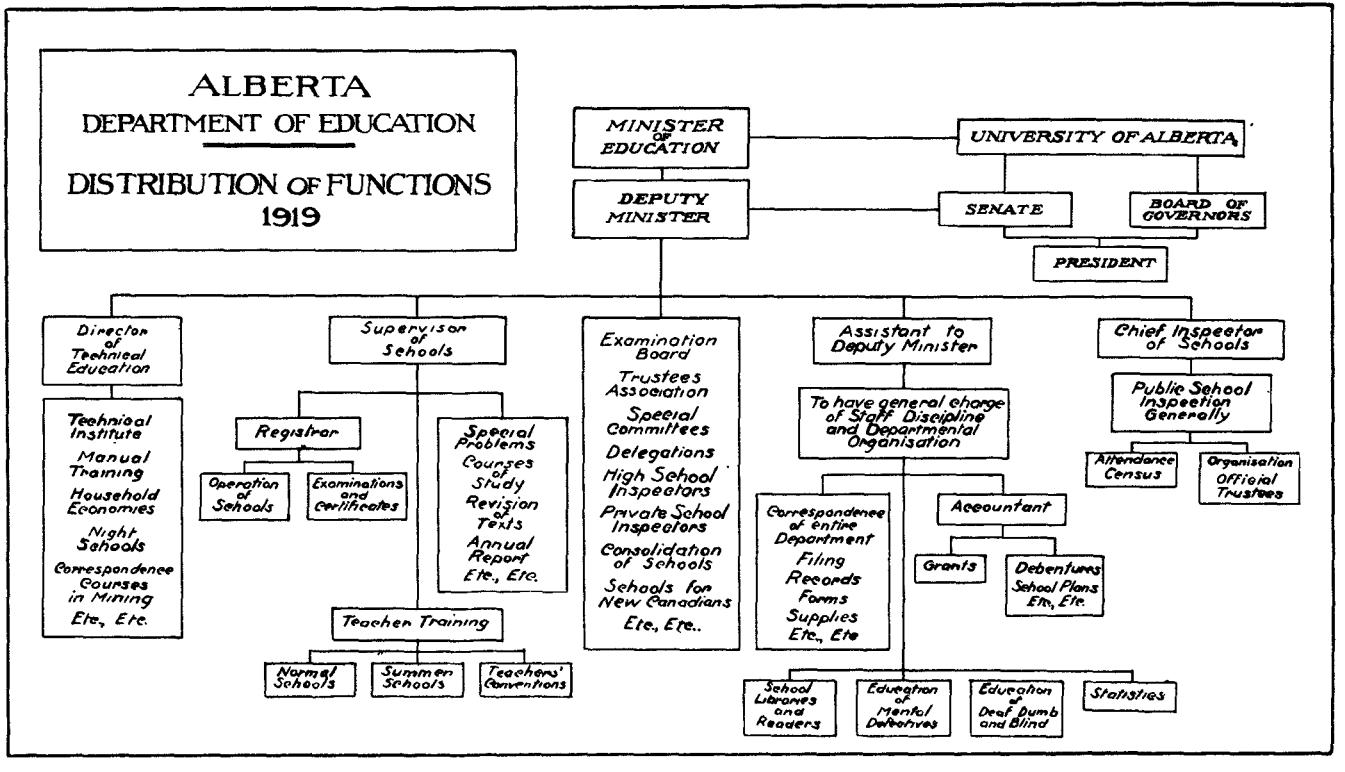
ALBERTA
DEPARTMENT OF EDUCATION
DISTRIBUTION OF FUNCTIONS
1919
MINISTER OF EDUCATION
DEPUTY MINISTER
UNIVERSITY OF ALBERTA
SENATE
BOARD OF GOVERNORS
PRESIDENT
Director of Technical Education
Technical Institute
Manual Training
Household Economies
Night Schools
Correspondence Courses in Mining
Etc, Etc.
Supervisor of Schools
Registrar
Operation of Schools
Examinations and Certificates
Special Problems
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Revision of Texts
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Teacher Training
Normal Schools
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Teachers' Conventions
Examination Board
Trustees Association
Special Committees
Delegations
High School Inspectors
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Consolidation of Schools
Schools for New Canadians
Etc., Etc..
Assistant to Deputy Minister
To have general charge of Staff Discipline and Departmental Organisation
Correspondence of entire Department
Filing
Records
Forms
Supplies
Etc., Etc
Accountant
Grants
Debentures
School Plans
Etc, Etc.
School Libraries and Readers
Education of Mental Defectives
Education of Deaf Dumb and Blind
Statistics
Chief Inspector of Schools
Public School Inspection Generally
Attendance Census
Organisation
Official Trustees

EDMONTON, ALBERTA,
December 31, 1919.

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

SIR,—

I have the honour to submit herewith the Report of the Department of Education for the year 1919. It includes reports of the following divisions: The Deputy Minister, the Supervisor of Schools, the Chief Inspector, the Assistant to the Deputy Minister, the Director of Technical Education, and Statistics relating to the progress of education in the province for the year.

I have the honour to be, Sir,

Your obedient servant,

J. T. Ross,
Deputy Minister of Education.

REPORT OF THE DEPUTY MINISTER OF EDUCATION

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

Sir,—I have the honour to submit herewith the Annual Report of the Department of Education for the year 1919. The report deals with the supply of teachers, their training, the secondary schools, and the improving of educational conditions in rural communities, through encouraging the establishment of consolidated schools, two-room rural schools, and the building of modern cottages for teachers' residences.

The securing of a supply of well-trained teachers for the rural schools is a problem that confronts every Education Department, and Alberta was forced to grant permits to university students, and those high school students in Grades XI and XII, in order to keep the schools in operation. This shortage of competent instructors, however, prevails not only in Alberta, but in every province of Canada, and in every part of the English-speaking world. The Minister of Education for Ontario has announced that there is a shortage of 2,000 teachers in that province, and Dr. P. P. Claxton, Commissioner of Education for the United States, in his report for the year ending June 30th, 1919, states that "out of 365,000 rural teachers employed in the entire country, at least 122,000 were without teaching experience or professional training." Mr. Fisher, President of the Board of Education in Great Britain, has stated that he feared that his educational programme would fail to be effective, owing to the shortage of teachers holding the necessary qualifications to give the pupils training in the subjects of the courses of study he has provided for elementary and secondary education.

Alberta, however, had the good fortune to secure a number of teachers from Eastern Canada, British Columbia, and Great Britain, and these in addition to our own trained teachers, formed over eighty-five per cent. of the staff of teachers actively engaged in the schools of the province.

TEACHER TRAINING.

September 1st was the date on which one of the milestones in educational progress was reached by the extension of the normal school course for the training of teachers from four to eight months. There was a consistent demand to improve the quality of the teaching force of the province, even although there was a shortage in numbers. Communities realized that they must secure teachers with accurate and sound scholarship, scientific knowledge of the pupil and subject matter taught, and a strong personality, in order that their children would be given an opportunity to attain the highest standard of efficiency as citizens. This movement to secure competent teachers is noticeable in the more progressive districts, and is indicated by trustees increasing

the salaries of capable teachers, and improving conditions through consolidation of school districts, or by the organization of two-room schools.

The eight months' course at the normal school will result in the teachers obtaining a more thorough training in both the academic and professional subjects of the course, and in addition will give them more adequate instruction in those newer subjects of the school curriculum, such as Physical Culture, Hygiene, Health, and School Sanitation, and fit them more efficiently for the custodianship of the pupils placed in their charge.

Owing to the greater length of the normal school term, and the ever-increasing cost of living, the necessary expenditures of a student completing an eight months' course are such that many a bright boy or girl who has the desire, talent and scholarship necessary to develop into a successful teacher, is deprived of the privilege of entering the profession. To overcome this obstacle, and to secure the services of a greater number of teachers, the government announced that loans would be made to all students having the necessary qualifications, who wished to train as teachers, but who were unable to meet the expenses of the course. This announcement had the effect of increasing the attendance at the normal schools by at least forty per cent., and results have fully justified the policy with its attendant expenditure.

INCREASED GRANTS FOR SECONDARY EDUCATION.

The School Grants Act was amended in 1919, and the grant to secondary education was very materially increased to those schools that had made provision for the teaching of non-resident students. To school districts in which the number of teachers does not exceed twelve, the secondary school grant amounts to $700 per year for each teacher engaged. In schools having more than twelve teachers employed, the grant for teachers above the Eighth Grade is $600 per year. In smaller graded schools where there is at least an average attendance of six in grades above the Eighth, the grant per teacher is $600 per year.

These grants have encouraged school boards to provide improved school facilities, and to make expenditures for equipment for the purpose of providing secondary education for the community.

MANUAL TRAINING, HOUSEHOLD ECONOMICS, COMMERCIAL WORK, MUSIC AND ART.

Many village and consolidated school districts are teaching the first and second year work of the high school curriculum, and some of them prepare their students for the entrance examination to the normal schools and university. These schools are being equipped with the scientific apparatus necessary for the practical demonstration of the experiments in connection with Agriculture, Chemistry, and Physics.

Although the academic subjects hold the premier position in our school curricula, both elementary and secondary Music, Art, Commercial Work, Manual Training and Household Science are given recognition on our courses of study, and generous grants are provided to school boards. The grant to the larger cities where these subjects are being taught is twenty per cent. of the teacher's salary and ten per cent. of the value of equipment, while in the smaller centres more liberal

grants are offered, with a view of encouraging school boards to secure specialists to teach these subjects, and to assist in providing equipment.

TWO-ROOM SCHOOLS.

In many parts of the province the school population is so large that it cannot be accommodated or efficiently taught in the one-room rural school. The school census revealed the fact that in some school districts, the number of pupils of school age exceeded eighty. These could not all be placed in a one-room school, nor could they make satisfactory progress in their studies, especially so in some instances where they had acquired no knowledge of the English language before entering the school.

In order to solve this problem, the Minister encouraged the organization of two-room rural schools by giving a grant of $400 per year for the second room, and the usual grant of $200 per year for the junior room. This policy has resulted in the building and operation of a number of these schools during the year, and arrangements are being made for the building of many more during the year 1920.

TEACHERS' RESIDENCES.

One of the most serious problems which confronts the rural teacher is the securing of a boarding house. In the pioneer settlements the farmers delay building commodious homes until they have a considerable part of their land under cultivation, and, therefore, they are not prepared to provide board and room for a teacher. In older and more wealthy districts, the farmer may have the accommodation, but is rarely able to secure the necessary help in the home which would enable him to board the teacher. For the purpose of overcoming this serious obstacle, and assisting trustees in retaining the services of teachers for a longer period, the government has provided that each district that erects a teacher's residence, from plans prepared by the Department of Education, at a cost of not less than $1,000, and provides approved furnishings and maintains the residence and furnishings and five acres of ground appurtenant to such residence, satisfactorily to an Inspector of Schools, shall receive a grant equal to one-third of the total cost of such residence and furnishings. Many boards of trustees have taken advantage of this liberal grant, and are building teachers' homes near the schoolhouse, and a number of teachers with families have made application for the position of teacher in these districts. If such teachers are appointed, there will be more permanence and continuity in the work of the school, and more substantial progress made by the pupils.

CONSOLIDATED SCHOOLS.

The School Ordinance was amended at the last session of the Legislature with respect to the organization of consolidated schools. The consolidated school is usually located in a small town or village, and consists of the town or village school district, and three or four of the adjoining rural districts.

In the past the vote for consolidation of schools was taken over the whole area, and if the majority were in favour of it, the consolidated school was usually erected. The residents of the rural districts, in a few cases, claimed that as the town or village had the majority of the voters, and voted for consolidation, they had no voice in determining the educational policy which they had to support. To eliminate this

Types of Teachers' Residences being erected in Rural Districts.

alleged unfairness in the operation of the Act, the amendment provided that the vote be taken in the rural districts only, and if it was favourable to consolidation, the town or village district would vote on the question of whether or not it wished to consolidate with the rural districts. This policy assures the department that there will be a majority of the ratepayers in all the districts concerned, who will heartily support the school, and co-operate in making it a success. It also eliminates any mistrust that may have existed in the minds of rural voters, with respect to the motives of the town or village voters in obtaining a modern educational institution in their midst, which is partly supported by taxes levied on farm lands.

During the early part of the year, no consolidated schools were erected, as it was decided to await the passing of the new Act, but in the meantime the Supervisor of Consolidated Schools was visiting districts whose trustees were contemplating consolidation, and investigating the roads that would require to be travelled by the vans, together with the probable cost of the operation of the schools. He placed these facts before the ratepayers in each school district affected.

No vote, under the Act, can be taken unless twenty-five per cent. of the ratepayers in each school district petition for it, and the Supervisor considers that a consolidated school can be operated successfully at the centre selected.

Notwithstanding these delays, twelve consolidated districts were established during the year, and many more were under consideration by boards of trustees and ratepayers. The cost in connection with a consolidated school is considerably greater, and the taxes on each quarter-section will be increased at least twenty-five per cent., and in some cases even as much as one hundred per cent., but notwithstanding these facts, the ratepayers are demanding that they be given this better type of education, in order that their children may receive similar advantages to those secured for the children of the towns and cities.

DEPARTMENTAL EXAMINATIONS.

The regulations governing the promotion of students from Grade VIII to Grade IX, Grade IX to Grade X, and Grade X to Grade XI, were amended so that pupils in well-graded, well-equipped, and well-taught schools, would reach Grade XI without being required to write on the Departmental Examinations, provided they attended regularly and had a creditable record for the work done and the progress made in their studies during the year. The promotions will be made by the staff of teachers, and a High School Inspector who has made a thorough inspection of the character of the teaching and the work done in each subject by the pupil, during the year.

The elimination of the examinations for these grades will give the well-equipped and progressive teacher more freedom to broaden and enrich his teaching by having the student read and study reference books in each subject. This phase of the work is at present neglected by many teachers, as the students expend their energies in mastering the contents of the text-book, during the term, and cramming notes preparatory to the examination tests at the end of the year, and thus fail to obtain a broader view and greater appreciation of each subject through extensive reading.

In the present scheme the faithful and earnest student who has attended regularly, and maintained a good standing throughout the year, will be relieved from the mental and nervous strain of the cramming

process, and the accompanying menace to health, which is often associated with severe examination tests, while the pupil who has neglected his work will be required to pass the final examination.

In order that this system of promotion may prove effective, a more frequent and intensive inspection of the work of the pupils and teachers in these schools, will require to be made, and a staff of High School Inspectors is being appointed who will stimulate and assist the teachers who are in charge of secondary education in the province.

MENNONITE SCHOOLS.

In the autumn of 1918, colonies of Mennonites from Dakota and Montana purchased land in the southern part of the province, and immediately proceeded with the establishment of community homes at eleven centres. These settlers are followers of a Swiss reformer named John Huter, and originally belonged to one of the German-speaking cantons in Switzerland. They migrated to Germany, and at a later date to Russia, and from there they reached the United States in 1873. They lived in the United States nearly forty-five years, and established schools with members of their own community as teachers, and the German language as one of the mediums of instruction.

Eight of these colonies located south of Macleod and Lethbridge, and three north-west of Rockyford, on the banks of the Rosebud Creek. The male members of the communities reached Alberta in the late fall, and commenced building operations in order to provide homes for their wives and families who were to arrive as soon as the buildings were completed.

At this stage of their settlement, an official of the Education Department visited each district, and discussed with the leaders the school system of the province, and the laws governing it. The urgency of establishing a school in each colony, and of securing the services of a capable teacher who would give the children the training that would best fit them for citizenship, was strongly emphasized. The leaders decided to co-operate with the department, and the lands in each colony were established into a school district with the Inspector of Schools as Official Trustee. Under his direction modern school buildings and teachers' residences were erected and furnished, and early in the year each school was in operation.

The majority of the teachers were returned soldiers who had tact and experience in teaching, and these men won the esteem and confidence of the community, by their enthusiastic work and manly attitude as residents of the colony. Inspectors and teachers have reported favourably on the general attitude of these people toward public schools, and on the rapid progress which is being made by their children in all their studies.

In conclusion I wish to state that the legislation provided during the year, for the financial assistance and better administration of our schools, has done much to make it possible for them to attain a high standard of excellence, but all these means will prove futile unless we can induce our best men and women to enter the teaching profession. Intellectual, moral and physical development of the children in this province must be considered of such fundamental and primary importance, that the teacher who has the scholarship, teaching power, and personality, will be considered one of the most indispensable members of the community, and will be rewarded by being paid a generous salary. The work of the teacher who studies the child as well as the subjects taught, is fascinating, and I feel assured that if the public will recognize

faithful and efficient service by increased remuneration and more permanency of position, the shortage of trained teachers will be eliminated in a few years.

I have the honour to be, Sir,

Your obedient servant,

J. T. ROSS,
Deputy Minister.

Report of Inspector of High Schools

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

Sir,—I beg to submit for your consideration a general report on Secondary Education for the year 1919.

My efforts during the year as High School Inspector were confined to the inspection of all schools where at least two rooms were devoted exclusively to High School work. With the exception of the Edmonton Public High Schools, all these schools were inspected and copies of all reports sent to these schools have been submitted to your department.

I was much disappointed with the accommodation provided for secondary education in the great majority of the schools visited. The accommodation, opportunities and facilities are less adequate and inferior to those provided for public school work. Any material expansion in the work of secondary education is almost impossible in the already over-crowded school buildings. A number of districts have been contemplating seriously the building of modern high schools but on account of the cost of material and labour, and local financial difficulties these building programmes have not materialized.

The expenditure of large sums of money on modern school buildings does not accelerate educational progress unless at the same time an adequate staff of competent and efficient teachers is provided. I was pleased to find in the majority of high schools inspected teachers with high qualifications in training and experience. Of the ninety-five teachers whose work I inspected, eighty-six are university graduates, and all held First Class Certificates.

In addition to the high academic and professional qualifications, the great majority of these teachers have the necessary professional interest, progressiveness and moral seriousness. In all the town high schools the class-room spirit was ideal. The students were interested and industrious and responded in a spirit of cheerful co-operation to all the conditions of work imposed on them by the teacher. The excellent tone in these classrooms is partly due to the somewhat superior class of students who remain in school through the high school period. The amount of work done by the teachers in all high schools, and more especially in the smaller schools, measured by the number of periods per day they are busy, is too great unless this represents all the contribution which the teacher makes to the school. That teachers may teach students rather than subjects, it is necessary that they be allowed time to study sympathetically the students they are to teach, to appreciate their capacities and interests, their strength and their weakness. A teacher who is occupied with classroom instruction every period in the day and every day in the week has far too little opportunity and still less incentive to know his students individually, as he must know them, if he is to educate each one intelligently and effectively.

The course of study is one of the most essential features in the making of a successful high school. To our high school programme of studies has been added from time to time Art, Manual Training, Household Science, Agriculture, etc., until the range of studies has long since passed far beyond the capacities or needs of any individual student.

If high school advantages are to be participated in by all boys and girls the high school should address itself to the task of discovering the ways in which it may render the maximum possible assistance to all boys and girls in their efforts to prepare for useful and satisfying careers in many different directions. The breaking away from our traditional programme of studies will be very difficult, especially in the town schools, where there is no possible accommodation for any extension of high school work.

We should provide for the reorganization of our programme of studies, even in the fields which seem best established. Without sacrificing the intellectual training which we hope to provide, there should be a revision of many of our subjects in such a manner as to provide in them some definite relationship to the every-day experience and work. A beginning has been made in the teaching of modern languages. A standard of achievement is held before the students which can be satisfied only when they are able to speak and write in the French language. The teaching of Art is showing marked improvement. The teachers have a clearer conception of what they are after and are giving the subject a more vital relation to the every-day activities of the student in school and at home. The placing of Music in the high school programme and the crediting of the study of Music under outside teachers is another important step towards vitalizing our high school programme. Students were constrained to abandon music entirely, at the high school age, or else quit the high school. The recent provision for the accrediting of Music will act as an incentive for the student to continue his or her musical education. The musical proficiency is likely to hold richer and more practical value for the student in after life than he could gain by the same amount of time spent on any one subject for which Music is substituted.

The introduction of Manual Training and Household Science in the town high schools will be a most difficult task until such time as more school accommodation can be provided. The different school boards realize fully the importance and value of this training and appreciate the liberal encouragement offered by your department.

The teaching of Agriculture is not very effective due to lack of experimental work. A properly organized course in secondary Agriculture should be primarily and fundamentally a series of laboratory and field experiments around which recitations, lectures and reading will center as supplementary work. In the majority of the schools visited very little laboratory or field work was attempted.

More time and effort should be given by the teachers towards encouraging and directing different school activities. The high school life is peculiarly the period of self-expression and all school activities which give opportunity under professional direction for self-expression make their contribution to the highest and best development of the student. Means of self-expression developed out of debating clubs, dramatics, choral work, inter-school athletic contests, etc., are frequently the avenues along which the most remarkable latent talent among students may be developed. Through these activities the proper kind of school spirit will be developed. In my opinion these agencies have a place and an influence in the formation of character no less important than the formal exercises of the classroom.

In a number of the town schools the accommodation and provision for the teaching of the science subjects are not very adequate and consequently the lack of equipment for efficient experimental work is seriously interfering with the successful teaching of these subjects. I was pleased to find during the second term of my year's

inspection that the liberal increase in the high school grants was reflected in a few schools in more adequately equipped science laboratories.

It is yet a little too soon for the increased high school grants to have any marked influence on improved high school facilities, but in discussing these increased grants with the different boards I could not fail to notice a spirit of optimism towards secondary education energized by the generous financial assistance from the Provincial Government. This spirit of optimism must awaken these boards to a more generous and more intelligent attitude towards secondary education. These boards expressed much satisfaction in being relieved of the unpleasant task of collecting fees for the education of non-resident students.

I have the honour to be, Sir,

Your obedient servant,

J. A. SMITH,
Inspector of High Schools.

Report of Inspector of Private Schools

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

Sir,—I have the honour to advise you that the work of inspecting the private schools in the province for the year 1919 has been completed and the reports on the work of these schools have already been submitted to your department.

Together with my duties as High School Inspector I was able to inspect all but two of the private schools. Inspector Fife of Edmonton kindly gave his assistance in the inspection of the St. Albert and Morinville Convents.

A few general conclusions which follow as a summary of the reports submitted should be of much interest to you.

1. There has been an increase of one in the number of private schools over that of 1918. Four rural private schools controlled by the Seventh Day Adventists' denomination were closed during the year and supplanted by public schools. All other private schools operating in 1918 continued in operation during 1919.

2. All the important recommendations made to these schools on the completion of the 1918 inspection have been fully carried out.

3. Of the seventy-seven teachers, whose work I inspected, forty are qualified both academically and professionally to teach in this province, and twenty-five of these either hold First Class Certificates or have qualifications which when submitted to your department would entitle them to First Class standing. Ten of the forty qualified teachers are University graduates. Twenty-nine of the thirty-seven teachers not holding the professional qualifications accepted by your department are University graduates. These numbers are given to show you the very high academic standing of the majority of the teachers in the private schools.

4. In all but one of these schools the Alberta Course of Study is used as a basis for the grading and instruction, and the prescribed texts of the province are employed as the medium.

5. In all schools the English language is the language in use for instruction in academic subjects.

6. The staffs of the following schools have been decidedly strengthened since the 1918 inspection: Western Canada College, Calgary; Mt. Royal College, Calgary; St. Hilda's College, Calgary; Ambleside School, Calgary; St. Theresa's Academy, Medicine Hat; Lacombe Home; Raymond Academy; Seventh Day Adventists' Academy, Lacombe; Westward Ho School, Edmonton; Alberta College North and Alberta College South, Edmonton; Westminster College, Edmonton; Ruthenian Monastery, Mundare; Lutheran College, Camrose.

I have the honour to be, Sir,

Your obedient servant,

J. A. SMITH,
Inspector of High Schools.

Report of Supervisor of Consolidated Schools

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

Sir,—I have the honour to submit for your consideration a report on the consolidated school districts in the Province of Alberta for the year 1919.

Consolidation, as a mode of school organization, is a comparatively recent development in the Province of Alberta. The first consolidated school district was erected in 1913 with Warner as centre. During the six-year period since the inception of this movement exceptional progress has been made, as is evidenced by the fact that there are now sixty-three consolidated school districts in operation, eleven of which were erected in 1919. Two hundred and nine school districts are included in these consolidations, and the average number per consolidation is 3.3 districts. From observations made, the conclusion has been reached that the most effective consolidations are those of a compact nature, including three or four districts of average size. These permit of the operation of a graded school and offer practically no difficulties in operating a conveyance system.

The majority of the consolidations in this province have not been in operation for a sufficient period to enable one to give a final judgment on the success of this method of school organization, but many important results have been secured which should exercise a far-reaching effect on Alberta's educational development.

In fifty-two of the consolidations school buildings have been, or are being, erected which will provide from two to eight class-rooms. Each of these will offer not only the course of study required for the public school grades, but also from two to four years of high school work. As the consolidations include, with two exceptions, only village and rural districts, it will be noted that opportunities for taking high school courses have been offered to many who would otherwise have been denied these advantages. The increase in the number of small high school centres will also tend to solve the difficulty experienced in securing teachers who are conversant with rural needs and conditions.

It has been difficult to secure teachers who have a full realization of the purpose and possibilities of consolidation, but many experienced teachers with superior qualifications have been attracted to this type of school, with the result that a very satisfactory degree of efficiency has been attained. No difficulty has been experienced in securing qualified teachers for consolidated schools with two or more class-rooms.

As a result of more efficient management, consolidated schools have been able to operate as yearly schools. A comparison of the consolidated schools with the rural schools immediately adjacent to them shows that on the average, the consolidated schools have operated for a period of one month longer each year than the adjacent rural schools. There has also been a decided increase in the percentage of attendance, due in part to the regular operation of conveyances and also to the greater attractiveness of a graded school under the direction of experienced teachers.

The most remarkable result of consolidation has been the rapid increase in school enrolment. The consolidated schools which have been two years or more in operation show an average increase of fifty per cent. in the enrolment, while the records for the surrounding rural districts for the same period show an increase of only five per cent. The increase in some instances has been phenomenal. Barons consolidated school district has increased its enrolment one hundred per cent. since 1915, Coaldale one hundred and twenty-five per cent., while Forestburg has shown an increase of seventy-five per cent. during the past year. These increases are due not only to the fact that many of the children remain for a longer period in school, but also to the fact that parents are attracted to those districts which offer the best facilities for the education of their children.

There is evidence of increased interest in community centre activities in consolidated school districts. Each new school erected is designed and equipped with a view to making it serviceable for community purposes. Many organizations for the promotion of the literary, social and economic interests of the community have made the school the centre, and every encouragement is being given by boards to these organizations, with a view to fostering a better community spirit.

Consideration should also be given to the cost of operating consolidated schools. Apart from the salaries of the staff the two main expenditures are for meeting debenture payments and providing conveyance for the children attending the school. In view of the high cost of building material and labour, boards are urged to use, where possible, existing buildings, and to bring them to a central site. The cost of conveyance is exceptionally high at present, on account of the scarcity of labour and the high cost of fodder. Although the provision of conveyance and adequate school facilities has caused an increase in the tax rate in the rural parts of consolidations, of from twenty-five to one hundred per cent., it should be remembered that the conveyance of children is really less expensive when undertaken collectively than individually. Moreover, if each district in the consolidation were required to meet the expense of providing for the advanced work of the children of the district at a high school in a town or city, the total cost of education would not be less than in the consolidated school district.

While much has been accomplished in providing better school facilities, much remains to be done before the aims of consolidation will have been fully realized. During 1920 it is the aim of the Consolidation Branch to give special attention to community activities, and also to articulate the work of the school more fully with the needs of rural communities.

I have the honour to be, Sir,

Your obedient servant,

J. E. HODGSON,
Supervisor of Consolidated Schools.

Picnic at Boinn.

Report of Supervisor of Schools among New Canadians

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

Sir,—I have the honour to submit my report for the last half of the year 1919 as Supervisor of Schools among New Canadians.

The inspectoral staff was increased materially during the year and therefore the inspectors were able to devote considerably more time to organization, to the enforcement of The School Attendance Act and to the p'acing of teachers in schools. In each of these lines I co-operated with the inspectors and through our united efforts better results were secured than in former years.

In the older settled districts it was found that in many cases the school population had increased to such an extent that one teacher was unable to give efficient training and instruction to all pupils. Your policy of increased government assistance to rural schools employing two teachers was inaugurated to overcome this difficulty and at the same time to provide a certain amount of high school work in rural districts. During the half-year ten rural school districts erected two-room schools and several others contemplated providing similar school accommodation as soon as building operations can be carried on in the spring. Over-crowded schools are met more frequently where the population is of foreign origin, but the necessity for two-room rural schools arises also where the people are of Anglo-Saxon origin. The rigid enforcement of The School Attendance Act has revealed the fact that the need of such schools is much more wide-spread than was apparent at first.

The legislation enacted in 1919 provided for liberal assistance from the department to districts providing comfortable homes for teachers in rural districts. Several have already been established and the work shows marked signs of expansion. The residence in each case consists of three or four rooms, is well furnished and is located on a site of five acres of land for the use of the teacher. I am receiving many inquiries from teachers for such residences and I can assure you that they will be an important factor in securing and retaining a better class of teachers for our rural schools.

The problem of securing an adequate and efficient supply of teachers has always been difficult. The two-room school brings high school training to many country boys and girls who otherwise would never receive the advantages of a secondary education. From these we will secure some of the best material for teachers in rural schools. The provision of comfortable residences will help us to retain these teachers.

Considerable time was given to organization of new districts. I hope to see the work well advanced before the close of another year.

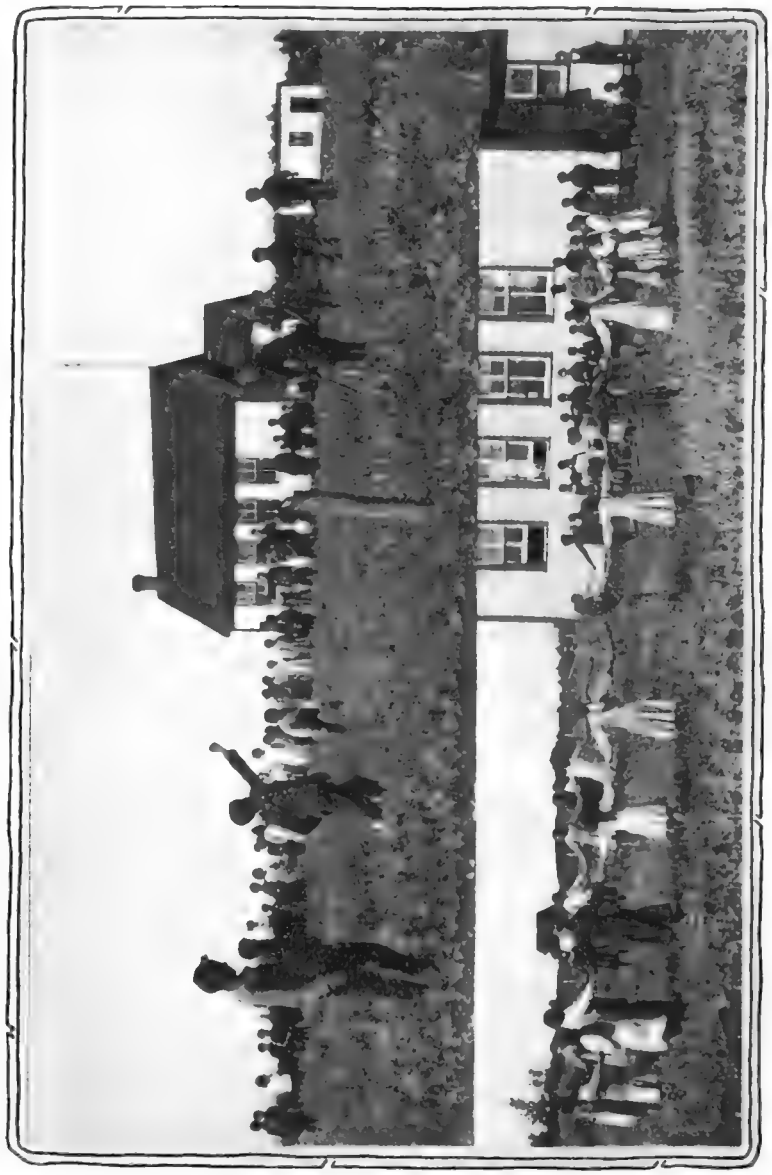
Alterations have been made in the boundaries of several school districts to reduce the distance that children have to travel to school. This is work that requires careful consideration of local conditions and the needs of individual families.

During the year I have not given as much time to the work of night schools in rural districts as I would like, but I have been impressed with the possibilities that this field of work presents. This is especially true of foreign-speaking communities.

I have the honour to be, Sir,

Your obedient servant,

J. MORGAN,
Supervisor of Schools among New Canadians.



Paraskevia.—Boys playing Cricket. Girls playing "In and Out the Window."

Report of Supervisor of Schools

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

Sir,—I have the honour to submit for your consideration the first report of that division of departmental work which has been assigned the Supervisor of Schools. Broadly this includes Teacher Training, Summer Schools, Teachers' Conventions, Courses of Study, Text-books and the preparation of Departmental Bulletins. The Registrar's branch also forms a part of this division; his report is submitted herewith.

TEACHER TRAINING.

The year just closed has been a very important one from the standpoint of teacher supply and provision for the future. The normal schools which had opened in August, 1918, with a large enrolment of students were compelled, because of time lost through the epidemic of influenza, to extend the period of the fall term until the end of January. The spring session did not open until the beginning of February and so did not conclude until June 1st. The attendance during this session was exceptionally large, due in some measure to the change in policy involving extension of the training period to one year which had already been announced. In spite of the late date and the large numbers completing the course all were satisfactorily located in schools. During this term the department initiated the policy of loans to soldiers to enable them to complete their normal training. Some twelve men took advantage of this provision.

A Conference re Teacher Training.

From the beginning of the year plans were being carefully laid for the inauguration of the long course. At your invitation representatives of the teacher training interests of the four western provinces to the number of twelve assembled in Edmonton early in May for a two-day conference. The agenda adopted covered practically every phase of the teacher training problem. The conference recommended among other things that the minimum requirement for admission to a teacher training institution in the four provinces be the Grade XI Certificate or its equivalent, and that the minimum period of training be thirty-three weeks. Details relating to the long course were also discussed and a common practice agreed upon.

Survey of the High Schools.

In May there was undertaken by representatives of the department a complete survey of the high schools of the province. By this means it was possible to explain the change in departmental policy as regards teacher training and also to ascertain the probable effect of the change on enrolment in the normal schools in September. The high schools were visited from Vermilion to Cardston. The visitors had an opportunity to present "the case for teaching" as a profession, to describe the work of teaching, discuss the prospects for the future

of the profession, outline the course of training and submit an estimate of the cost. At the conclusion of the discussion the students in Grades XI and XII were asked to give a declaration of their intentions in the matter of attendance at a teacher training institution in the fall.

Loan Policy.

When the reports thus secured came to be tabulated, it became quite evident that the enrolment at the schools would be light. Many declared that they wished to attend, but the lengthened course, increased cost of everything and probable crop shortage would prevent. To meet this situation and to enable these persons to get into a teacher training school at once the government decided to extend its loan policy to all who were academically qualified and were willing to undertake the training, and who found such assistance necessary. As a direct result of this policy one hundred and eighteen additional students were enrolled in two weeks.

Under the terms of this loan plan a student may borrow to a maximum of four hundred dollars. This gives a maintenance allowance of fifty dollars per month. This money is repayable in four equal half-yearly instalments, the first one being due six months after the conclusion of the course. While it is too early to express a final opinion as to the success of the policy, it can be said that the loan has been greatly appreciated by those who have taken advantage of it, and the supply of trained teachers going into the field in May, 1920, has been increased more than thirty per cent.

Nature of Long Course.

It is not intended that the lengthened period of training shall result in more theoretical material being absorbed by the students, but rather that there shall be more practice, greater opportunity for the digestion and assimilation of the necessary theory and above all more attention to the best means of developing, through the schools, robust moral character, conservation of health, and a high quality of citizenship.

It is significant that during the sessions of the great National Conference on Education which met in Winnipeg the one fact which emerged again and again from the discussions was that the key position in every educational system is that held by the *Teacher*. While this has been admitted more or less for years the delegates realized it fully only when they began to consider education in relation to morals and citizenship. It is the part of wisdom then for this department to spare neither time, thought nor money in making the training, equipment, remuneration, and living and working conditions as satisfactory as possible.

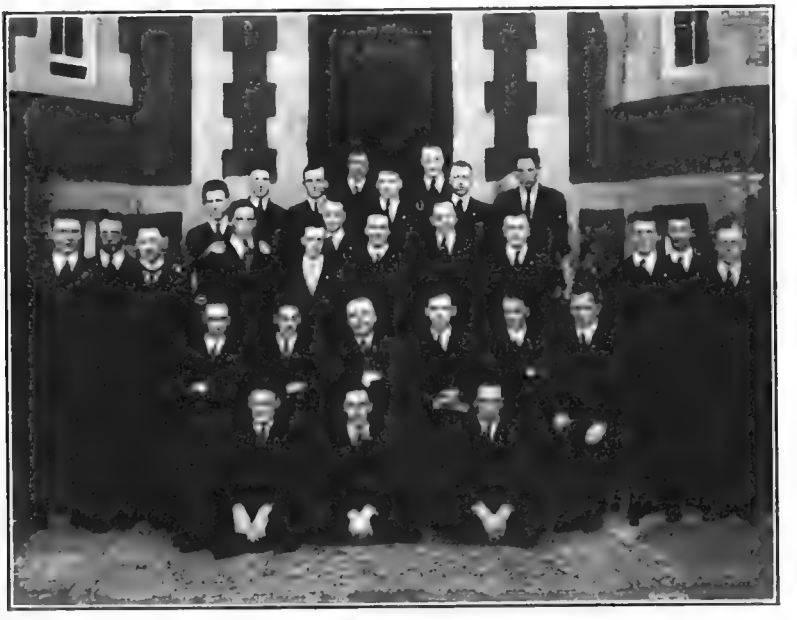
Emergency Short Course.

In November it became apparent from the operation reports of the inspectors that during the transition from the short to the long course of training there would be a serious shortage of teachers. To provide a supply which would in part make up for those usually completing their training in December it was decided to offer as an emergency measure a short course of twelve weeks' duration, the training thus secured to give the teacher a temporary certificate valid until January 1st, 1922. The course as planned will be very practical, emphasizing school organization, observation of successful teachers and practice

teaching. Quarters have been secured in the Highlands School, Edmonton, and classes will open there on January 5th, 1920. By the end of the year more than one hundred students had enrolled and there was every prospect of a very successful term. Additional information concerning the work of the normal schools will be found in the reports of the principals, also included in this section.

SUMMER SCHOOL FOR SOLDIERS.

When it became known that large numbers of our men would be returning from overseas during the first five or six months of the year, this department considered various ways in which it might be of assist-



Group of Returned Men—Summer School for Soldiers, 1919.

ance to the teachers and students amongst them in re-establishing themselves. It was found that many hesitated to return to school or college. Others who were prepared to take up their educational work again found no classes into which they could enter at that time of the year. Here was a very real need—to develop some plan whereby these men could level up their work in such a way as to enable them to proceed in regularly organized classes in the fall. The university agreed to co-operate in every way and so it was decided to open a summer school for returned men in the university buildings immediately at the close of the regular university year. The department furnished the six instructors required and the necessary equipment; the university, the class room accommodation and dormitory privileges. Fifty-two men took advantage of this school. They came with every conceivable degree of academic attainment from senior public school to partial senior matriculation. Every effort was made to adapt the instruction to the needs of the student, and to make it possible for each to make the most rapid progress of which he was capable.

Some twenty-five courses in all were given. The time-table was so arranged that classes were held in most subjects every day. This intensive work fully justified itself and in some cases really wonderful progress was made. The school lasted from May 19 to September 19. Examinations were held at the conclusion of the course and the results were most satisfactory. With one or two exceptions all were successful in getting the standing for which they had tried and thus they were enabled as a result of the summer's work to save a year in their educational careers. When the free and open-handed way in which the lost years were expended is considered, this seems like very much worth while work. These men are now in the normal schools and university and are there acquitting themselves with credit.

THE SUMMER SCHOOL FOR TEACHERS.

The seventh session of the summer school for teachers opened on Saturday, July 5th, and continued until August 9th. From the standpoint of numbers taking advantage of it, diversity of courses offered and quality of work done, it was probably the best session of the school yet held. Three hundred and forty-five teachers from every section of the province were enrolled. Representative teachers from Manitoba, Saskatchewan and British Columbia were also in attendance.

Several courses were offered for the first time in 1919. Some of these proved most popular. It was hardly possible to accommodate all who wished to take the music and physical education courses. Plans have been made for the second year's work in these subjects for the 1920 session and it is expected that a considerable number will be eligible for certificates at its close.

As part of the policy for securing a group of specially trained teachers for the schools in non-English districts, the summer school provided the first year of a two-session course. In it was given such work as the following: the nature, history, traditions and mode of life of the people; present conditions of the schools with suggestions as to the improvement of these; best methods of teaching English to pupils not familiar with our language; organized play and music. To encourage teachers to prepare for this work the summer school provided maintenance for those who completed the work satisfactorily, who undertook to return for the second year's work and to give two years' service in these schools. Seventeen teachers fulfilled these requirements.

In 1918 the students of the summer school were asked to furnish suggestions for the improvement of the 1919 session. These were given readily and proved of such real value that during this session an advisory committee of students was named to act with the management, not only in preparation for the 1920 session, but in the direction of the various activities throughout. The aim of the management is to give the teachers not what it thinks they want but what they know they need.

Matriculation and University Subjects.

A departure was made during the last session. Previous to this every course had been designed to aid the teachers in doing their work as teachers better than they had done before. Many teachers, however, wish to improve their academic standing by taking university work. Oftentimes they find themselves handicapped because of being short one or more languages for matriculation. To assist these people, courses in matriculation Latin and French were given. Both

the enrolment and the work done were satisfactory. In addition to this the university offered the first half of the subjects of the first year. The second half will be given in 1920. Thus teachers may begin their work looking towards a degree some time before they are in a position to give their full time to study.

Special Lectures.

For the first time the provinces of Saskatchewan, Alberta and British Columbia co-operated in bringing in a special lecturer from outside the Dominion to give a series of lectures covering one week on a topic of general interest to teachers. Julius B. Arp, of Minneapolis, who as a county superintendent in the State of Minnesota, had done much for the improvement of rural schools, was secured. The idea proved quite a popular one; the attendance at the lectures was good and it may seem wise to make this a regular feature of the summer work.

More than eighty distinct courses were offered at this session and about fifty instructors employed. These instructors are secured from the staffs of the university, the normal schools, the inspection staff and from the outstanding teachers in rural and city schools. The plans for 1920 contemplate a larger programme and increased enrolment.

TEACHERS' CONVENTIONS.

It is the custom in this province to hold a province-wide gathering of teachers annually during Easter week. Owing to the loss of time consequent upon the epidemic of influenza it was not deemed wise to hold this convention. During the autumn, however, the usual district conventions were held. Successful gatherings of teachers for the discussion of educational problems took place at Grande Prairie, Edmonton, Vermilion, Camrose, Wetaskiwin, Red Deer, Stettler, Castor, Consort, Olds, Delia, Calgary, Medicine Hat and Lethbridge. About twenty-five hundred teachers were in attendance at these meetings. Representatives of the department were present at most of these and gave such assistance as they were able to do.

BULLETINS AND OTHER PUBLICATIONS.

Early in the year there was issued a bulletin entitled "Rural School Lunches," giving specific directions to the teachers and boards of trustees as to the best procedure in organizing for the lunch as well as complete information as to the equipment and supplies needed. Copies of this bulletin were sent to the normal schools, the inspectors, the teachers in training, school boards and others interested. So great was the demand for this bulletin from Women's Institutes, United Farm Women, and other organizations of rural women, that by September the first edition was exhausted. Certain revisions to make it more complete were then made and a second and larger edition has just been received from the press.

Minor revisions in the Course of Studies for elementary grades were also made, and a new edition printed. Committees have been set up at various points throughout the province, consisting of members of school boards, teachers and interested citizens representing all phases of provincial life, to study the present course of studies for the elementary grades with the idea of getting from them constructive suggestions for the improvement of this course. These committees have been given ample time to do good work and everybody who has

Grade VII. in a School of New Canadians.

a suggestion which he thinks worth while has been asked to see that it reaches one of these committees. When these have been received it is expected that the department will be in a position to know more clearly just how well the present course is meeting the needs of the children. If it is not doing this, a revision will be undertaken.

Attractive and carefully prepared announcements of the summer school and the normal schools were issued during the summer. Near the close of the year work was begun on a Flag Book, which it is hoped may become a valuable aid to the teacher in developing a proper pride in this country and an informed and self-reliant citizenship.

TEXT-BOOKS.

The contract for the Alexandra Readers will expire shortly. The Inter-provincial Committee representing the four western provinces has been active in trying to secure the best possible readers to take the place of these. Intimation has been received that three firms of publishers at least will be prepared to submit sets of readers for examination at the opening of the new year. Experts will examine these and make recommendation as to the set best adapted to our needs. The Alexandra Readers have on the whole given good service. A revised edition of these will be submitted along with the others. They will of course not be discarded unless a better appears. Changes in texts in History and Geography have also been under consideration, but nothing will be decided until those which might be chosen have been brought up to date.

The year has been a busy one with a considerable record of achievement. Looking forward, though, there appears a challenge from many busy years yet to be.

I have the honour to be, Sir,

Your obedient servant,

G. FRED MCNALLY,
Supervisor of Schools.

Report of Registrar

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

Sir,—I have the honour to submit for your consideration the following report of the Registrar's Branch of the Department of Education for the year 1919.

The work of this branch may be divided as follows:

1. Certification of teachers:

(*a*) Determining of standing of all persons desiring to enter the teaching profession in Alberta;

(*b*) Correspondence respecting all classes of certificates, interim and permanent, obtained as a result of training in Alberta or outside the province, also provisional certificates or permits.

2. Normal Schools:

(*a*) All correspondence respecting the admission of students;

(*b*) Recording and announcing the results of the professional examinations;

(*c*) Issuing of certificates to graduates.

3. Academic examinations:

As executive secretary of the High School and University Matriculation Examinations Board, the following duties relative to both departmental and university matriculation examinations are imposed upon the Registrar:

(*a*) Notification of persons appointed to prepare examination papers;

(*b*) The holding of meetings of the revision committees;

(*c*) Printing and proof-reading of the examination papers;

(*d*) Receiving of applications for examinations and checking of the standing of candidates;

(*e*) Selection of examination centres;

(*f*) Notification of persons appointed sub-examiners and presiding examiners;

(*g*) Receiving of answer papers;

(*h*) Recording and announcing of results;

(*i*) Announcements in connection with appeals;

(*j*) Issuing of diplomas;

(*k*) All correspondence in connection with academic standing.

4. Operation of schools:

(*a*) The placing of teachers;

(*b*) All correspondence relative to Sections 142 and 143 of The School Ordinance (compulsory operation of schools), to Sections 134 and 135 (vacation and holidays), and to agreements between districts operating under Section 165 of The School Ordinance.

5. Miscellaneous:

(*a*) The checking of all agreements between teachers and school boards to ascertain as to whether or not the terms thereof conform to the provisions of The School Ordinance; for the protection of both school boards and teachers;

(*b*) Correspondence relative to salary disputes and tuition fees.

During the year 1,015 interim and 378 permanent certificates were issued. Interim certificates may be made permanent by successful experience in teaching, as indicated by the inspectors' reports, and the

completion of the required reading course. In addition 447 provisional certificates or permits were issued, such certificates being valid only until the close of the term in which they are issued.

The following table indicates the number of teachers who entered the profession in the province during the year and the place where their training was received:

PROVINCIAL CERTIFICATES GRANTED.

PROVINCE OF ALBERTA.

First Class to Alberta Trained Teachers	167	
Second Class to Alberta Trained Teachers	352	
*Third Class to Alberta Trained Teachers	25	
		544

OTHER PROVINCES OF DOMINION.

First Class to Teachers from—		
British Columbia	5	
Saskatchewan	5	
Manitoba	3	
Ontario	17	
Quebec	1	
New Brunswick	7	
Nova Scotia	8	
		46
Second Class to Teachers from—		
British Columbia	18	
Saskatchewan	25	
Manitoba	8	
Ontario	70	
Quebec	1	
New Brunswick	9	
Nova Scotia	29	
Prince Edward Island	2	
		162
Third Class to Teachers from—		
British Columbia	16	
Saskatchewan	13	
Manitoba	13	
Ontario	24	
Quebec	6	
New Brunswick	38	
Nova Scotia	59	
Prince Edward Island	16	
		185
		393

BRITISH ISLES.

First Class to teachers from England	3	
First Class to teachers from Scotland	1	
		4
Second Class to teachers from England	9	
Second Class to teachers from Scotland	2	
Second Class to teachers from Ireland	2	
		13
Third Class to teachers from England	5	
Third Class to teachers from Scotland	6	
		11
		28

UNITED STATES.

Second Class to teachers from United States	1	
Third Class to teachers from United States	49	
		50

PROVISIONAL CERTIFICATES.

Provisional Certificates (Permits)	447
Total	1,462

*Granted to students at our Normal Schools who fail to pass all subjects of the professional examinations.

The normal school correspondence was unusually heavy owing to the numerous enquiries regarding the lengthening of the course to eight months and to the inauguration of your commendable policy of advancing loans to students. Six hundred and fifty-six cards of admission were issued to normal school students in 1919.

Examinations for matriculation to the University of Alberta were held in May and September, and the departmental examinations for Grades VIII, IX, X, XI and XII were held in July at one hundred and thirty-five centres, while the Grade VIII examination was, in addition, held at some thirty-five isolated districts for pupils who would otherwise be deprived of the privilege of writing. These centres extended from Fort Vermilion on the north to the International boundary. In addition to the regular examinations, two special examinations were held for returned soldiers, one in August for those desiring to qualify for entrance to normal, and the other in September for those desiring to enter the university. The answer papers of the departmental examinations were valued at Edmonton, eighty-nine inspectors and teachers being employed in reading the high school papers, and one hundred and four the Grade VIII papers. An additional staff of twenty-seven was employed to assist with the clerical work. The following table indicates the number of candidates for the different examinations and the number of successful students, also the number of diplomas issued during the year:

DIPLOMAS ISSUED.

Grade VIII	3,042
Grade X	790
Grade XI	704
Grade XII	201
Senior Commercial	12
Commercial (Shorthand)	34
Commercial (Bookkeeping)	3

ACADEMIC EXAMINATION, 1919.

GRADES.	No. of Candidates	No. of Successful Candidates	No. Granted Conditioned Standing
Grade VIII	4,117	3,042	....
*Grade IX	174	147	....
Grade X	1,329	727	65
Grade XI	750	374	220
Grade XII	209	121	50
Commercial (First Year)	109	81	....
Commercial (Second Year)	27	11	....
Commercial (Short Course, Shorthand)	41	34	....
Commercial (Short Course, Bookkeeping)	1	....	....
†Others	393	....	....

*Only those students not entitled to promotion on the recommendation of the principal were required to write.

†This number includes candidates for Grade XII, Parts I and II, Matriculants and Special Cases.

Number of Grade IX students granted promotion upon recommendation of principals	1,513
Number of candidates for May University Matriculation Examination	72
Number of candidates for September University Matriculation Examination	144
Number of candidates for Special Examinations for returned soldiers	44

This branch has endeavoured to assist school boards in securing teachers, and teachers in securing positions, with the result that those teachers coming from outside the province have been able to enter upon their duties with almost no delay and with no financial loss, no fees being charged by the department. A large number of school boards and teachers have, in this manner, been rendered a real service during the year.

I have the honour to be, Sir,

Your obedient servant,

GEO. K. HAVERSTOCK,
Registrar.

Report of Provincial Normal School, Calgary, Alberta

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

Sir,—I have the honour to submit for your consideration the fourteenth annual report of the Provincial Normal School at Calgary, for the year 1919.

ATTENDANCE.

The first session of the year opened a month late, owing, as reported last year, to the carrying over of the fall session of 1918 through the month of January to make up for the time lost during the epidemic of influenza. This brought our spring closing at the end of May, leaving only a month of the school year before our newly certificated teachers. As a result, a large number of them deferred taking schools until after the holidays, though several entered at once on duty in summer schools. The following tables show the attendance for the year, the qualifications on which students were admitted, and the certificates granted for the first session on the basis of practice teaching.

ATTENDANCE TABLE, 1919.

	First Class			Second Class			Totals		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
First Session	12	45	57	15	82	97	27	127	154
Second Session	13	38	51	15	90	105	28	128	156
Totals	25	83	108	30	172	202	55	255	310

ACADEMIC STANDING FOR ADMISSION.

	Grade XI or Equiv.	Cond.	Under-grad.	Grade XII or Equiv.	Cond.	Grad.	Under-grad.	Total
Alberta	163	52	1	92	25	2	2	260
Manitoba	3	..	..	..	..	..	..	3
New Brunswick	3	..	..	..	..	..	..	3
Nova Scotia	11	..	..	2	.	1	..	14
Ontario	4	..	..	1	..	3	..	8
Prince Edward Island	1	..	..	2	..	..	..	3
Saskatchewan	2	..	..	2	..	..	..	4
United States	13	.	..	1	..	..	..	14
United Kingdom	1		.	..	.	..	.	1
Totals	201	52	1	100	25	6	2	310

TABLE SHOWING CERTIFICATES OBTAINED.
(Including six former students who repeated the practice work.)

	First Class Interim	Second Class Interim	Third Class	Withdrew
First Session	54	99	6	1

RETURNED VETERANS.

A gratifying feature of the year is the gradual return of our overseas heroes. During the first session we had three veterans; during the second, that is, the first semester of the eight months' course, no less than nine enlisted men, five of whom had seen active service in France. These men are settling down creditably to the hum-drum work of the schoolroom and their rich experience should contribute invaluably toward broadening the teaching service. We only hope that they will find real tangible encouragement to continue in educational work.

THE EIGHT-MONTH COURSE.

As already implied, the eight-month course is at last an actual fact. On September 2nd the first semester opened with a registration of 136, increasing to 156 within a few weeks. With the assistance of the department to some students—45 in exact actual number—in the form of loans on easy terms, it has been made possible for all to undertake the whole course continuously. the only withdrawal so far being on account of illness. The new course is still somewhat in its experimental stage, but it is already manifest that much more thorough work will be done. One of the advantages, for example, is that the subjects need not all be taken concurrently as before, and greater concentration on the fewer subjects each semester is allowed. Further, the short-comings in the work of the first semester, as revealed in the class tests, can be dealt with to some extent when the students return after the Christmas holidays. It is to be hoped, however, that the additional time will not have to be given, in any large measure, to academic review; it was surely never intended that the longer course was to serve as supplementary or corrective to the work of the high schools. A wider professional view, and more real practice, not only in mere lesson presentation, but still more in schoolroom management, these should be the chief benefits of the new departure. These aims have still to be realized, and to this end we look forward to a more extensive kind of training during the second semester. Also, the inclusion of at least two near-by 'ungraded' schools is projected, whereby every student may have the opportunity of at least two days' observation and apprentice work in the kind of situation that most of them will set out from normal school to meet. It will thus very soon appear that even the eight-month course is short enough, but it should at least fortify the candidate more securely against the initial discouragement that comes of floundering and guesswork in his first attempts at administration.

The actual time for lectures is not greatly increased; but, by reason of carrying fewer subjects concurrently and thereby giving them more exclusive attention, the time is more wisely spent. During this first semester, September to December, we took up Arithmetic, History, Geography, Nature Study, Composition, Primary Reading, Spelling, Writing, Psychology and Household Science, with Literature, History of Education, Drawing, Music, Physical Training and Woodwork (for men) to continue less intensively throughout the course. The last five weeks were given to observation and practice, including in this work only the subjects thus far taken up. More opportunity is given for library study and for students' activities such as promote co-operative interest and develop managing capacity. These activities and the students' behaviour in general have been very largely in their own hands,

under the control of their own elected Students' Council. An account of the more extensive practice and apprentice work, in both graded and ungraded schools, will belong to the report for 1920.

NEEDS IN EQUIPMENT.

Not much advance has been made in our equipment for science. There is, in fact, very little room for it in our present building. We should, however, have at least enough of the apparatus for the laboratory work of the high school grades to enable us to give the help often sought by those of our students who get appointments where high school science teaching is required of them, but who may have had little or no preparation for such work. For the astonishing fact is that in some states or provinces a student may arrive even at the B.A. degree wholly innocent of contact with physical or chemical apparatus. We are, therefore, looking forward eagerly to the enjoyment of much greater facilities of this kind in the projected new building.

RECOGNITION OF MERIT IN TEACHERS.

The past year has been a busy one for all, and teachers of all ranks and specialties have been called upon for considerable outside service. At the same time, the increasing cost of living, and the tempting offers in other callings threaten to eliminate men from the profession unless a thorough-going policy of progressive recognition and recompense for continuous and progressive service be undertaken and developed. Both qualification and recompense should be progressive; fixed and final requirements of qualification and fixed salaries alike mean stagnation and loss of interest. There are instances, increasing in number, it is hoped, where school boards are awake to the value of a live teacher in the community, and here is where we find growth on the teacher's part and a desire to advance to something beyond the routine type of pedagogue. Such teachers should be encouraged. I believe we have little idea how much potential leadership in education is missed through inability to follow up impulses this way. It would be well worth while if travelling bursaries were established, say by the department or by the Teachers' Alliance, or by both in co-operation, to enable teachers of promise to study abroad that we might have them return to positions of wider scope. Otherwise, there is not much outlook for lasting service to the state or satisfaction to the worker. We need the impress of a few strong personalities upon the rank and file, the personalities of those who have served successfully in the ranks and have discovered the problems and their own peculiar ability to meet them. At present we seem to be mostly rank and file with too little incentive to promotion.

OUTSIDE MEETINGS AND STUDIES.

The outstanding meeting of the year, so far as teacher training is concerned, was the Inter-Provincial Normal Conference of Normal School Principals and Provincial Supervisors at Edmonton in May. Much appreciation is due the Minister and the department for arranging this meeting and we trust it will not stand alone in our educational history. Other meetings attended during the year by members of our staff were the Delia Convention, where Mr. Sansom took part, and the Lethbridge and Calgary-High River-Three Hills Convention, addressed by Mr. Hutchison and the principal respectively. During the summer two members of the staff, Miss Fisher and Miss Goldie, continued their studies at the University of Chicago.

Calgary Practice School Pupils of Grades V. and VI. in "The Pied Piper."

The mention of outside meetings and studies suggests the thought of what we might call Normal School Extension Work. To be effective, our work should "follow through." Only occasionally, as at conventions, the summer school, or in chats with inspectors or teachers, do we learn anything of how the programme of things is working out; and these reflections point to the need of closer co-ordination between training and supervision. If, for example, Music, Manual Arts, Household Economics, Physical Training, and Agriculture are found wanting in proportion to the time we give to them in training, we would do well to reconsider their place in the course. Their intrinsic value cannot be doubted, but we must judge of them in relation to their application, and there appears to be little approach to unanimity on the question. A most hopeful sign of improvement is the reconsideration of the course of study as about to be called for by the Minister.

CHANGES IN STAFF.

The only change to be reported in the normal school staff is the appointment, by the military headquarters, of Sgt.-Major R. Hampton as Instructor in Physical Training, in place of Sgt. Brandon who resigned at the close of the first session. Like Sgt. Brandon, Sgt.-Major Hampton is an enthusiast and gives generously of his time to the interests of the students. In the practice school the following changes took place: Miss Cora Burling, Grade II, retired on leave at the close of January, and her place was supplied by Miss Margaret Farnalls of the Riverside School, Calgary. On Miss Burling's final resignation in July, Miss Farnalls was appointed to succeed her. It is a pleasure to pay tribute to the excellent service of these teachers, and a cause of satisfaction that one who for so many years did such faithful and skilful work could be replaced by a teacher of such excellent promise, and it is one of the pleasant duties of a normal school principal to recommend from time to time the appointment of teachers who are showing their worth and who are willing to assume the strenuous duties of practice school positions. It is, in equal measure, a sad duty to have to report the loss, through death, of such a one as Miss Jessie Honor, Assistant Principal, who died on February 12th after a very brief illness. I have testified elsewhere at some length to Miss Honor's worth, and would just say here that any teacher, man or woman, will reach a high mark who fills her place. The memory of such service is an inspiration. We were fortunate in securing for this post Mr. Claude Robinson, Great War veteran, and a normal student of our fall session of 1909. After five months of good work, Mr. Robinson was appointed principal of the Camrose practice school. He was succeeded in September by Mr. Geo. H. Lunn, also a Great War veteran, and a teacher of high record.

SUPPLY SERVICE.

Practice School duties are arduous, and we have considerable illness to report. In most of these cases, where the absence was a matter of only a few days, students willingly helped out, thus getting some experience for themselves. During the long continued illness of Miss McEachern, Grade V, from November 9th to the end of the year, Mrs. Ormerod, formerly Miss Wintersgill of the Edmonton public school staff, supplied very efficiently.

This year again I wish to bear witness to the hearty co-operation and good understanding between the two staffs. Uniformity in details is not sought; but we can say with assurance that the two bodies have

worked in unison of principle and aim as members of a teacher-training force, and the practice school under Mr. MacKenzie's capable leadership, has continued to bear its extra burdens nobly and to stand up well with the other schools of the city. If our constituency were more stable, results would be still more significant.

This report, as has been said, includes but a fraction of the whole unit of training. The full account of our first eight months' session cannot be given at present, but we are convinced that the move is wisely made, and, though the scarcity of teachers may be stringent just now, the outcome, along with the advances now being made in professional unity and in public recognition, will fully justify the higher standard and will eventually call for the two years' course set as the goal by the Inter-Provincial Conference.

I have the honour to be, Sir,

Your obedient servant,

E. W. COFFIN,
Principal.

Report of Provincial Normal School, Camrose

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

Sir, –I have the honour to submit for your consideration the following report of the Camrose Normal School for the year 1919.

Owing to the epidemic of influenza, the schools of Camrose were closed from October, 1918, to the end of the year, thus making it necessary to complete the work of the fall term during the month of January, 1919. When classes reassembled on January 4th, all the former students but one reported. No attempt was made to give any further theoretical work to this group, the whole time being given to practice teaching, interpretation of the course of studies, and the study of school problems.

The regular spring term opened on February 2nd, with a registration of 143 students. Considerable sickness occurred among the teachers-in-training, but the watchfulness of the school doctor, and the unremitting care and supervision of the special school nurse, prevented the development of a single serious case among the members of either normal or practice school. The experience of that term would seem to indicate that it is rarely necessary to close the schools in an epidemic, especially if a competent nurse is available to detect the first symtoms of infection and to follow up the cases. Indeed, the daily inspection of the children and careful inquiry as to causes of absence, and cases of sickness in the homes, form an excellent method of keeping in touch with health conditions in the community. Rural teachers rendered great service in their districts during the scourge, but they might have been even more efficient if they had had some training in first aid and home nursing. In this new country, where doctors and nurses are often difficult to procure, it would seem that such a course might well be introduced in the normal school work.

The opening of the fall term marked an epoch in training-school work in the province, on account of the extension of the term to eight months. It appeared at first that the enrolment would be disappointingly small, but the department's new policy of granting a loan to teachers-in-training attracted a large number of students who would not otherwise have attended, and the final enrolment was 134. This was increased to 145, by the entry of several advanced students at New Year's. Not only did the loan increase the attendance, but it brought in a splendid type of student, inasmuch as it gave timely assistance to those who are ambitious and industrious, but who have to make their own way. Many of these young people would have found their way into other lines of work had it not been for the loan.

Already the longer term is showing marked advantages over the short course, such as:

(*a*) Right habits of study and investigation can be formed;

(*b*) Subjects of the public school curriculum can be partially reviewed from the teacher's standpoint;

(*c*) The students get a much greater amount of observation and practice in the class-room;

(*d*) Some first-hand knowledge of rural school conditions and methods can be secured;

(*e*) Instructors are able to illustrate the application of theories in actual class teaching;

(*f*) Additional courses can be given, *e.g.*, a course in "Organized Play" is being given this year. In this course the students are taught games suitable for their own schools; then, they teach these games to classes of children; finally they take turns in supervising and directing the play in the playrooms and playgrounds of the practice school;

(*g*) Problems of organization and administration can be studied by observation and experiment instead of by mere lecture.

Early in the year organizations were formed to promote athletics, debating, dramatic work, literary work, and music. Different members of the staff are connected with each of these activities in an advisory capacity, but the work is largely planned and carried out by the students. In athletics, the aim is not to develop a few experts, but rather to give every student some knowledge of such games as tennis, basket-ball, hockey and baseball; to furnish healthful exercise and to prepare for teaching these games in the communities where the teachers work. In debating, the same idea was prominent. Every student was given a chance to speak in one or two qualifying debates; then several class teams contested for the school championship. Debates were also arranged with outside speakers, and in all of these, care was taken to give as many different students as possible an opportunity of benefitting by speaking in public. The dramatic work is of three kinds: each class prepares and presents to the student body some good bit of literature in the regular English course; groups of students train children to give suitable selections; and finally, one good play is put on each year for the entertainment of the town. This work is also planned to enable the young teachers to organize desirable entertainment in their districts later. A glee club contributes to the musical element of the student body. Several good numbers are studied intensively and toward the end of the year form part of a public programme. Considerable interest is shown by the students in amateur journalism. Regular news columns are contributed to the local paper and to an Edmonton daily. A school paper is prepared weekly, and two special numbers are published each year. Under the guidance of the English teacher this can be made an excellent training.

The normal school plans to extend its influence gradually in various ways. Each fall, a teachers' convention is held at Camrose, and the staff and plant are at the disposal of the association. In 1919, three specially helpful items appeared on the programme: The first was an exhibit of "busy work" prepared by Miss Burnett, the primary specialist of the staff; the second was a rural school in session in charge of Miss Ross of Duhamel; and the third was a very practical address on "The Relation of the Teacher to the Community," by Mrs. Ross, Acting-President of the U.F.W.A. During the autumn, several members of the staff assisted at conventions in neighbouring inspectorates. Growing out of these visits is a considerable correspondence with teachers wishing help on difficulties as they arise in their schools. Some teachers also make use of the normal school library, but a greater number might easily be assisted in this way. Various members of the staff, from time to time, are invited to speak to local organizations, and it is hoped in the not distant future to assist at meetings in the local organizations of adjoining communities.

During the year four of the lecturers did special work looking to higher professional standing. Miss Dickie continued work begun at Oxford and will complete the Master's course in the near future. Mr.

Tuck, the science specialist, took off several subjects in the post-graduate course in Education leading to the Doctor's degree. Mr. Manning took a special five-month course in art in Chicago and returned with the degree of Ph.B. Mr. Morrison of the manual arts department began a course in art looking to a degree in that department.

There were no changes in the normal school staff in the year 1919. The practice school staff, however, was considerably changed. The growth of school population necessitated the opening of a tenth room, and this was in charge of Miss Vina MacKenzie, pending the appointment of Miss Louie Lang of Vegreville. At midsummer, Mr. F. D. Weir, who had held the principalship of the practice school very acceptably for several years, resigned to return to high school work; while Miss Chrystal and Miss MacGregor resigned to attend the University of Alberta. The new principal is Mr. C. H. Robinson, who was vice-principal of the school before enlisting for overseas service, The new grade teachers are Miss Laura McGuire of Edmonton who supplied for Miss LeBlanc during the spring term, and Miss Mina Cole of Red Deer, a teacher of several years' successful experience in Red Deer and Calgary.

Throughout the winter months, a hot lunch is served to the children of the public school who have to remain at the school during the noon intermission. One hot dish is prepared and served each day by teachers-in-training as part of their regular work in Domestic Science. Only such articles are served as could be prepared in a rural school, and each dish is studied beforehand as a problem in food values, costs, etc. Every lady student assists two days, one as helper and one as director, while the teachers of the practice school preside in turn in the lunch room. The cost per child per day amounted to about three cents.

Twenty returned men registered for the long term, and all are doing excellent work. Up to the present time the roll of the school contains the names of 161 men who were in uniform. Of this number, 17 lost their lives, and for official reference their names are given herewith:

H. C. Blackmore, G. W. Cochrane, R. M. Gibson, P. W. Jakeman, W. Jones, M. N. Lyle, J. E. Lees, E. McConaghy, E. A. McDorman, R. L. Marion, H. T. Noble, T. V. Patrick, L. L. Piercy, J. W. Scarborough, E. Van Petten, B. C. Bunney, R. R. Caldwell.

The Alumni Association is erecting a bronze tablet in the normal school in memory of these men, whose sacrifice should be an inspiration to every graduate of the school.

The following statistical tables furnish information concerning the personnel of the student body:

SEX.

	First Class		Second Class		Total
	Male	Female	Male	Female	
Spring Term	10	23	19	91	143
Long Term	9	26	25	85	145
Totals	19	49	44	176	288

AGE.

	First Class			Second Class		
	Average	Under 17	Over 21	Average	Under 17	Over 21
Spring Term	21	1	8	20.4	7	23
Long Term.	21.1	3	12	20	13	20
Totals.....	..	4	20	..	20	43

NON-PROFESSIONAL TRAINING.
(Spring Term.)

Where Prepared	Graduates	Under-Grad.	Grade XII	Grade XI	Grade X	Total
Alberta.....	..	3	21	90	..	114
Saskatchewan.....	..	..	..	1	..	1
Manitoba.....	..	..	..	1	..	1
Ontario.....	1	..	3	2	..	6
Nova Scotia.....	..	..	1	7	..	8
New Brunswick.....	1	..	..	1	..	2
Prince Edward Island....	1	..	1	1	..	3
Great Britain.....	..	1	..	..	..	1
United States.....	1	..	1	5	..	7
Totals.....	4	4	27	108	..	143

NON-PROFESSIONAL TRAINING.
(Long Term.)

Where Prepared	Graduates	Under-Grad.	Grade XII	Grade XI	Grade X	Total
Alberta.....	4	4	22	90	4	124
Saskatchewan.....	..	..	..	2	..	2
Ontario.....	..	..	..	4	1	5
Nova Scotia.....	1	..	..	..	..	1
New Brunswick.....	1	..	..	..	..	1
Newfoundland.....	..	..	1	..	..	1
Great Britain.....	..	..	..	4	1	5
United States.....	..	1	1	4	..	6
Totals.....	6	5	24	104	6	145

The principal cannot close this report without specially mentioning the splendid spirit of good-fellowship and co-operation of all the staffs; the cheerful, painstaking and efficient work of the caretakers; the support and co-operation of the school board; the prompt and generous supply of equipment by the Public Works Department; and the sympathy and support of the Minister of Education and his department.

I have the honour to be, Sir,

Your obedient servant,

W. A. STICKLE,
Principal.

Report of Chief Inspector of Schools

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

Sir,—I have the honour to submit for your consideration my report as Chief Inspector of Schools, covering the period since my appointment in July last, to the close of the year ending December 31st, 1919, together with a general consolidation presenting some of the more interesting and important features of the reports of the various inspectors for the year.

The work of inspection of schools has now reached sufficient volume to make it possible, and perhaps necessary, to set out the value and function of this service.

QUALIFICATIONS OF INSPECTORS.

Those eligible for appointment to the position of inspector of schools for the Province of Alberta are required to be graduates of universities of recognized standing, and to have completed a course of professional training meeting the demands of the Department of Education, for the issuing of first class certificates. Successful and extended teaching experience in the public schools of the province is a further requisite. Appointments are provisional. At the end of two years, provided services have been satisfactory, the appointments are made permanent by the Minister of Education.

In addition to having broad academic and professional training, supplemented by varied teaching experience, our inspectors should possess also personal qualifications which fit them for the type of public service which has come to be part of the work of inspection. Many of the members of the present public school inspection staff have been taken from principalships of schools in the smaller centres, in which positions they were responsible for the direction and supervision of the work of all the public school grades, in addition to the classroom instruction of the advanced pupils. It will thus be seen that these men are familiar with the rural and elementary school problem through their work as teachers. It is of the greatest importance that inspectors should possess this background of experience in order that they may have the mental perspective necessary to insure insight and sound judgment in dealing with a variety of conditions and problems, and so readily adjust their thinking and procedure to the sane application of educational policy.

NUMBER OF INSPECTORATES.

The number of inspectorates is now thirty-five. Definite centres for each inspectorate have been fixed. Of the thirty-five inspectors, fourteen have been appointed during the regime of the present Minister of Education. Of these again six were selected from the ranks of returned overseas soldier-teachers, who possessed the qualifications referred to in the foregoing paragraphs.

SMALLER INSPECTORATES.

The number of school districts in many inspectorates was previously quite large. Recognition of the necessity for closer and more intensive inspection and supervision led to the recent erection of eleven new inspectoral divisions. Accordingly the number of school districts in all inspectorates, as now constituted, has been very considerably reduced. The average number in each inspectorate is 82 as against 103 in the year 1918, and the average number of rooms or departments under the supervision of an inspector is now 114 as against 144 for the previous year. Moreover in the fixing of limits for these new inspectoral divisions due consideration has been given to the peculiar local conditions maintaining. In those sections in which problems involved in the Canadianization of the children of foreign parentage loom large, the divisions have been made smaller and more compact in order to permit of a close kind of advice and direction in matters pertaining to organization, administration, operation, attendance, and general management of these schools.

It is now possible for inspectors to carry on a more constructive type of educational work in their respective fields. The results of the changes, and the satisfaction of inspectors with the improved opportunity for rendering more effective service are widely commented upon in the reports for the year just closed.

INSPECTORS OF HIGH SCHOOLS.

It should be noted that a change has recently been made whereby high school inspection has been separated from public school inspection. The appointment of a second high school inspector now leaves the general body of inspectors in charge solely of the elementary schools, but still including those graded schools in which fewer than two teachers are engaged exclusively in the giving of instruction to pupils in grades above the Eighth.

CENTRALIZATION AND STANDARDIZATION.

The Alberta inspectoral system is a centralized system in contradistinction to those in which the providing of inspection is merely an expression of the powers of local bodies such as county or municipal councils. Under local systems there is a tendency to perpetuate a rather conservative and stereotyped routine of duties in inspection. As a result, schools may not advance, courses of studies are not readily adjusted to varying conditions and social changes, and inspectors themselves may fail to show development in their work. Under a centralized administration, however, inspectors are brought in touch with such direction, inspiration and advanced thought as may be reflected in progressive legislation and policy, and they are responsible for bringing these into expression. The effects are important. They are seen in a greater uniformity of work and in a more intelligent and broader grasp of those problems which inhere in a pioneer educational system endeavoring to serve the needs of a new and rapidly growing province.

THE NATURE OF THE INSPECTOR'S WORK.

Stated briefly, the duties of an inspector centre about the securing to all the children of the province the privileges and advantages of the best type of education which it is possible to provide under the conditions

which maintain, and further to so control and adjust circumstances to achieve this end more effectively. This involves the solution of many problems and frequently tests the resourcefulness and tact of inspectors to the very limit.

A number of these problems deserve more extended notice.

ORGANIZATION OF NEW DISTRICTS AND BOUNDARY READJUSTMENTS.

The work in connection with the organization of new school districts, now falls largely upon the inspector. This is a distinct advantage in that he knows the whole problem of his field and is in a position to consider and deal intelligently with the various proposals which arise. The year 1919 was not remarkable for a large number of organizations, there being only 145 new districts established. However, there have been a great many adjustments made in boundaries to meet the requirements of changed conditions.

Referring to the work of organization in the rapidly growing Peace River country, Inspector Farr, in charge of that division, has the following to say:

"The year's work to a large extent consisted in the organization of new school districts and in assisting these pioneer districts in the providing of school facilities. Nine new districts were erected, and eight new schools built. Many more school districts found their school population so greatly increased owing to the influx of settlers during the year that further accommodation had to be provided.

"The attempt has been made to take school to all children of school age in the inspectorate. This is a difficult undertaking in a new and thinly settled land. Isolated families are found here and there quite remote from any considerable settlement. Here either a special grant is necessary, or other means must be devised to educate the children. At Little Prairie a district was formed to educate a family of three children of school age. A capable teacher who resided in the community was employed at a comparatively low salary to teach these children daily at her home. At Smith on the Edmonton, Dunvegan and British Columbia Railway, two districts were formed, one on either side of the Athabasca River, to educate 12 children equally distributed on either side. The plan here was to operate both districts together in a common school under Section 165 of The School Ordinance, and thereby from the two grants to provide the major cost of school operation, since the assessable area of both districts was a negligible quantity. To afford every child in this inspectorate an opportunity for an education The School Ordinance must be elastic enough to provide for every condition. In our attempts to realize this ideal, we have received the sympathetic support of the Department of Education."

Extracts from the reports of the Inspectors in the following centres respectively, Castor, Red Deer, Jenner and Cardston, give good general ideas regarding the nature of this part of the inspector's work, and the extent of the activity in these various fields during the past year.

"Castor Inspectorate contains ninety-two districts and is now practically all organized for school services. It is likewise organized into rural municipalities and this facilitates the matter of financing as far at least as the school boards are concerned."

"The reduction in size of inspectorates which took place at the beginning of the year gives an inspector more time for the supervision of schools, which applies to the affairs of a district, and also to the teaching done. There will, however, be some reorganization work to be done and the boundaries of some districts modified to meet new conditions."

"The unorganized area in the Red Deer Inspectorate where there are settlers is very small. A glance at the map shows fairly large sections in the western part unorganized, but in every case there is either no settlement owing to the unsuitability of the country, or the settlement is so sparse as to prohibit the successful financing of a fully organized district. It is hoped that arrangements may be made for the education of a number of children in such areas at neighbouring schools during the coming summer. This has been done in a number of cases in the past, and there is every possibility of bringing at least two sets of districts into a modified form of consolidation under Section 165 of The School Ordinance, there being too few children and too little assessable value to warrant the operation of all these schools."

"During the fall term one temporary and six new schools were built in the Jenner inspectorate, and three new districts were erected, making ninety-seven in all. Preliminary steps were taken towards the formation of eight other districts. Ten districts were under my administration as official trustee, six of these were transferred to me at different intervals, and control of the remaining four was assumed to expedite their operation. Considerable difficulty was at first experienced in securing resident ratepayers to act as secretaries, but several appointments in this capacity have been made for the coming year and I expect to be relieved of the remainder at an early date."

"Two districts in the Cardston inspectorate have been disorganized, and one is under the Educational Tax system. There are five consolidated schools in this division, and except for inadequate provision for transportation in one or two instances, these schools are proving very satisfactory. During the year 1919, two new districts were organized, Old Chief S.D. No. 3831 and Dolan S.D. No. 3867. When the eastern part of this territory comes under the water of the projected irrigation schemes, that area at present under the government lease will experience rapid development."

THE MIGRATION OF TEACHERS.

Admittedly the greatest problem in the rural schools of today is that of securing and retaining the services of well-equipped, earnest teachers. In fact, thorough-going consistent progress, training for citizenship, the inculcation of high ideals and the establishment of right habits of conduct, depend entirely upon our ability to draw and hold such persons in charge of our schools. This problem under the inspiration of the department, has been attacked vigorously by the inspectors, as an examination of the reports will show. The department is kept in closest touch with the situation as it maintains in the various inspectorates from month to month. A new and improved monthly report is now received from each inspector, and close co-operation with the department in the effort to improve the situation is maintained. There has been an acute shortage of equipped teachers. The problem of suitable accommodation for the teacher in rural communities is a pressing one in every inspectorate, and accounts in no small degree for the continual migration of teachers from school to school. The resident married teacher is one sure solution. He is encouraged by the prospect of making a home. Inspectors appreciate the value of the advanced and enlightened legislation which sets out the policy of the department relative to the inducement to school districts to provide teachers' homes. This policy is fortunately finding strong support in the growing conviction on the part of the great body of ratepayers that consistent progress in the schools depends very largely upon the retention of the services of a good teacher from year to year.

OPERATION OF SCHOOLS.

The following comments of inspectors in various fields of the province are interesting as pertaining to the question of operation of schools during the year and as revealing the effects of conditions upon possible results:

"The character of the results secured in the one-roomed schools varied greatly, but generally reflected the ability of the teacher in charge, the length of time the school had been in operation, and the degree of co-operation of parents in maintaining regularity of attendance. Serious retardation develops in the short term or summer school. Long absence destroys the pupils' interest in the activities of school life, and new teachers fail to give adequate attention to the review of subject matter in part forgotten during the enforced holiday." (*Inspector LeBlanc, Sturgeon.*)

"This Inspectorate consists of 76 districts. During the year ten new districts were organized. All schools ready for operation, with the exception of one, were in operation this year, and nearly all of these for a longer period than in previous years. This was due to the great assistance given by the department in securing and placing teachers. The distance from a railroad necessitated the granting of some permits, but for the most part, during the second term, the schools were in charge of qualified teachers." (*Inspector Crispo, St. Paul des Metis.*)

"Besides the shortage of qualified teachers another difficulty in securing yearly operation is the insufficiency of the tax levy. The schools having run for short terms only, the rate of taxation necessary to support them has been kept low. Whereas about half of the English-speaking districts have a sufficiently high rate to support a yearly school, not one of the non-English districts is in this position. This matter has been brought to the attention of the trustees and a general increase in the tax rate is hoped for next year.

"The closer supervision made possible by the reduction in size of inspectorates will undoubtedly have a good effect upon operation, as the inspector is able not only to give more time to this phase of the work, but is in much closer touch with the districts. In this connection it is worth noting that more schools than ever before have operated for practically the whole year, and that there has been a general average increase of at least twenty-five per cent. in the days of operation." (*Inspector Bennett, Mannville.*)

"Under present conditions, when the supply of fully qualified teachers is limited, success is measured more by the number of children receiving an education than by its quality. During the fall term, out of eighty-four districts with schools built, seven was the greatest number that failed to operate in any one month; while, during the month of September, only three were not in operation. This may be considered to be very satisfactory in view of the distances from railways and difficulty in procuring boarding places in the extreme western parts of the Inspectorate. On the other hand a number of these schools which remained open until the end of the school year, did so with the intention of remaining closed until the weather moderates in the spring. This condition will, it is hoped, show an improvement over previous years, as in a few cases districts which have previously closed for the winter months have indicated an intention to operate the whole year round. There are, however, a number of districts in the more sparsely settled parts which cannot hope to operate their schools for more than a few months in the summer, without additional government assistance." (*Inspector Gibson, Red Deer.*)

"There are one hundred school districts in this inspectorate at present. These embrace one hundred and thirteen school departments, six of which are classed as town or village districts. In the remaining ninety-four rural districts, eighty per cent. of the schools were in operation early in the spring term and continued in operation throughout the year. These schools are practically all taught by trained teachers. A few of the schools at remote points—particularly west—are operated from five to eight months in the year, and are taught by university students and other teachers with normal entrance standing, to whom permits are granted. About half of the out-lying western schools—the most difficult to keep in operation—employ trained teachers. Many of the teachers in the inspectorate, both trained and untrained, have secured their academic standing at the town schools within the boundaries of the inspectorate." (*Inspector Aylesworth, Olds.*)

"The operation of schools, especially in the southern part of the inspectorate was somewhat interfered with by successive crop failures. The temporary exodus of many people from the different districts resulted in some schools being closed because of the lack of a sufficient number of children to warrant keeping them in operation. This, however, is only temporary, and with the return of normal conditions the schools will reopen. The financial problem, while serious in many cases, was taken care of, except in one instance, by the local banks. No school was closed for lack of funds." (*Inspector Liggett, Bassano.*)

"In every district the trustees provided educational facilities either by operating the school with a teacher in charge, or by making arrangements with neighbouring boards for the instruction of the children. In no district were children deprived of school opportunities by neglect on the part of the trustees. There is a strong demand on the part of the large majority of the rural communities for a school term corresponding in length with that of the towns and cities of the province." (*Inspector Roberts, Lethbridge.*)

"A considerable part of this area is not yet populated thickly enough to be organized for school purposes, but in the inspectorate there are ninety-two organized school districts. East and west of Lake Pakowki they lie in compact groups, but on the outskirts of the territory they are more widely scattered. Four of these districts operate graded schools and the remaining eighty-eight have one-room schools. Only six of these schools have remained closed during the entire year, and of these all but two made arrangements, more or less satisfactory, for the education of their children in the schools of adjacent districts." (*Inspector Scoffield, Foremost.*)

CONDITIONS AFFECTING THE SUPPLY OF TEACHERS.

With further reference to conditions maintaining and difficulties affecting the general problems of adequately manning our schools, the following statements gleaned from reports, as indicated, are interesting commentaries upon this phase of the problem of bringing efficiency into our rural schools.

"The shortage of teachers has affected the yearly and successful operation of the schools. Fifty-six departments were open throughout the regular terms. Six districts did not operate school during the whole year, five because of the fact that the buildings were not completed in time and one through absence of sufficient school population. The schools located in the non-English-speaking sections of the territory had particular difficulty in filling vacancies. This is due in a great measure to the fact that only a limited number of teachers will accept

Sedgewick School

these positions even if a suitable dwelling has been provided. Several boards evidenced unwarranted indifference towards supplying educational facilities, and teachers had to be provided and a request made that the school be operated. Twenty per cent. of the schools inspected were in charge of teachers with provisional qualifications. However, these were with few exceptions students from the universities or graduates of Alberta high schools." (*Inspector LeBlanc, Sturgeon.*)

"On account of the scarcity of teachers many schools were late opening in the spring but all finally re-opened and nearly all remained in operation until the end of the year. This is a great improvement over former years. There have been fewer permit teachers than formerly. In the fall term a number of returned men were available and they have rendered good service; several of them are remaining in charge of schools through the winter.

"Frequent change of teachers is a great hindrance to progress. Irregular attendance is another great hindrance. However, there seems to be a gradual improvement in these matters." (*Inspector Butchart, Vegreville.*)

"The qualification of teachers was much higher than in any former year. Only nineteen permits were issued for this inspectorate during 1919 and at no time were there more than ten teachers at work under permit. Eleven teachers held third class certificates, but not more than seven of these were at work at any one time. It is evident from these figures that over eighty per cent. of the schools in the inspectorate were in charge of teachers with approved normal training." (*Inspector Parker, Vermilion.*)

"The supply of qualified teachers is inadequate, so that permit teachers have frequently to be employed. These teachers may have had previous experience elsewhere, and often do good work. Some of the inexperienced persons get along surprisingly well, especially where they themselves have attended schools in which only the best teachers have been employed. The pupil unconsciously follows lines similar to those of his former teacher. There is a growing desire on the part of trustees to have the Normal trained teacher.

"A rather serious condition with reference to the operation of a school is the employing of students from the university; not because these are inferior teachers, as they often are the very best, but because their term of teaching is so short. They generally leave about the beginning of October to go back to the university, and at this time it is difficult to get a teacher to fill the vacancies created, so that the schools remain closed for the remainder of the year. Three months at this period of the year is too much to lose." (*Inspector McLean, Castor.*)

"The apathy of teachers in not displaying an interest in the improvement of the school is no doubt partly due to the fact that the tenure of office is seldom more than one term or one year. The teacher is not altogether to blame for this. In many cases the school closes for two or three months in winter, and the teacher cannot remain idle for that length of time, and a change in teachers is the result. Much work of an educative nature must be done among the trustees and parents to convince them of the advantages of the yearly school over the short term schools. They must be brought to see that in the long run it will be economical to erect a warm stable, make the school habitable in winter, if necessary by putting on storm windows and installing an up-to-date heating system, to build a teacher's home where the need for one is plain, and to operate school from September to June. The permanency of the teacher's tenure with the resultant progress by the pupils will offset any increase in cost." (*Inspector Gray, Consort.*)

"Two schools in this inspectorate became yearly schools for the first time in 1919, while several others extended their usual period of operation by a period of from two to three months. The total number of teachers employed was 134, of which number 17 were permit teachers, this being a little less than 13 per cent. of the whole, as compared with 23 per cent. in 1918. The general scarcity of teachers is directly accountable for the fact that even this number of permit teachers is required. The Grade XI and XII students who take schools for the fall term in order to put themselves through normal school are fewer owing to the increase in the length of the normal school term, but where these are placed in schools on permits they do reasonably well. The majority of the teachers in this inspectorate were the holders of first or second class certificates and many of these were secured by acting in close co-operation with the Department of Education, more particularly where the telephone was used. An undesirable feature in regard to the employment of university students as teachers is that they usually leave the school in September to return to college with the result that the school is closed during that portion of the year most favourable for operation. It is hoped, however, that the recent substantial increase in the salaries of teachers will have a beneficial effect in improving the supply." (*Inspector Nelson, Wetaskiwin.*)

"Of the teachers in this inspectorate whose work I had the opportunity of inspecting, 27.43 per cent. held first class certificates; 56.63 per cent. held second class certificates; 4.42 per cent. held third class certificates; and 11.52 per cent. held provisional certificates. In 1918, 16.49 per cent. of the teachers in the inspectorate held first class certificates, 60.83 per cent. held second class certificates, 12.37 per cent. held third class certificates and 10.31 per cent. held provisional certificates. A comparison of these figures shows a marked increase of those holding third class certificates, while the number of teachers holding permits was slightly greater in 1919 than in 1918. The academic and professional standing of the teachers in the inspectorate in 1919 was therefore, in my estimation, gratifying, and indicates advancement and progress in this particular field of educational effort over 1918.

"I noticed with appreciation the growing demand on the part of school boards to secure fully qualified teachers for service in their schools. There is an increased desire manifested to retain the services of experienced teachers. There appears to be greater effort to avoid the necessity of engagement of permit teachers, though owing to the scarcity of teachers some school boards who desire to do otherwise are forced to place permit teachers in their schools. I do not observe, however, any marked change in the length of service given by individual teachers in individual schools. Frequent change of teachers is still the rule in our rural districts. With respect to the comfort and convenience provided for teachers, since school boards as a rule are not alive to the importance of this phase of the question as it affects continuity in teacher supply, frequent change of teachers in the average rural school district, while a very serious menace, cannot be avoided. I do not see much prospect of greater continuity of service on the part of rural teachers, until conditions in which they are forced to live, in many instances, materially improve.

"With regard to the general quality of the teaching service there is on the whole a tendency towards inprovement, as teachers, naturally it may be, appear to be adhering less to the formal side and appreciating more fully the practical side of their work. In this respect, my observation has been, that the teachers serving in this inspectorate whose

professional training has been received in the western provinces, more readily lend themselves to practicability and utility of results." (*Inspector Russell, Camrose.*)

"Good graded schools with high school facilities are being conducted at Viking, Wainwright and Chauvin, but with these exceptions the schools are almost all ungraded. A very large proportion of the teachers were fresh from the normal schools and very few had been more than one term in the school they occupied at the time of inspection. As a result it was frequently difficult to place the responsibility for the poor type of work that was being done in a number of the schools. It seems to me, however, that better work would be done in the rural schools if the work in the normal schools were modified so as to have a more direct bearing on the problems of the ungraded school. Our normal school graduates receive their teaching practice in graded schools and forthwith the majority of them find themselves in charge of an ungraded school whose problems are so novel to them that it is unfair to expect the best type of work." (*Inspector Fowler, Wainwright.*)

"There were fourteen per cent. first class, thirty-five per cent. second class and forty-eight per cent. third and permit teachers in this inspectorate. The high percentage of the latter was due chiefly to intermittent mail service, long distances from railroads, and the unwillingness of residents in comfortable circumstances to have the teacher in their homes. The type of work done by qualified teachers was quite satisfactory on the whole, but few permit teachers were giving efficient service. The salaries paid to teachers, irrespective of qualifications, average considerably over one thousand dollars." (*Inspector Mackenzie, Jenner.*)

"Owing to its remoteness from the larger centres of the province this inspectorate has experienced some difficulty in obtaining fully qualified teachers to carry on the work. This has necessitated the granting of a number of permits. In most cases these teachers have done fairly satisfactory work, but I hope the day is not far distant when we shall be able to report a qualified teacher in each school in the inspectorate." (*Inspector Dobson, Hanna.*)

"In addition to the effort to secure better operation, I have made a special attempt to encourage the trustees to engage only qualified teachers. My figures show that about 26 per cent. of the teachers employed during the year were permit teachers, but a number of these were engaged only for a short time as substitutes till normal school graduates should be available in June. The addition of these new teachers helped greatly to raise the standard in the Inspectorate and brought the proportion of the first, and second class teachers up to about 64 per cent. I must here add my testimony to the quality of these young teachers received from the normal schools. The brightness of their school rooms, their enthusiasm in their work, and the ability with which they attack all parts of the course reflect credit on themselves and the educational system of the province." (*Inspector Mitchell, Chinook.*)

"The operation of the various schools in the inspectorate was very satisfactory throughout the year. Five districts co-operated under Section 165. No school was closed for lack of a teacher either in the spring or fall terms. The majority of districts are operating yearly schools, although many still arrange to have holidays in the winter rather than the summer months.

"At the end of June, 1919, over forty per cent of my rural teachers changed their schools, due apparently to no preventable cause, but to general dissatisfaction with conditions under which they had to live and work, to the unwillingness on the part of the ratepayers to provide

suitable boarding accommodation, to the distance necessary to travel to school and to lack of suitable social environment. There is a constant migration of teachers from rural to village, town and city schools, frequently at a considerable loss in salary, showing clearly that the teachers are seeking more congenial conditions under which to work.

"In regard to this condition of affairs, it is well to note that public sentiment realizes the necessity for more efficient rural education if one may judge from the public utterances of delegates to various conventions. But few of these orators appear to do more than touch lightly upon the basic causes for the present inefficiency. Very little effort is being exerted to remove or even investigate the causes of discontent of the rural teaching body. So long as the teacher has practically to beg around the district for someone to give her board and room, so long as she is received in the family circle as a sort of necessary nuisance and unwelcome addition to it, while being charged the limit for what is often inferior board, the only thing she can do is to endeavour to fill in the term and 'move on' to try her luck somewhere else. Little has been done to raise the teaching profession in rural districts to the standard and dignity of a 'man's job.' To induce male teachers to enter and remain in the profession for a term of years, the work must be remunerated sufficiently to allow them to settle down, build a home and participate in community affairs as permanent resident ratepayers and citizens. At present I have not a single rural district that is offering this inducement to a male teacher. Furthermore, there is not the slightest guarantee of permanency of tenure for the rural teacher to rely upon." (*Inspector Watson, High River.*)

"During the past year there has been an improvement in the supply of qualified teachers, due to two factors, first—there was a decided advance in the salaries being paid; and second—school districts have taken steps to provide attractive living conditions for the teachers. In the matter of salary there has been a rapid advance to meet the increasing cost of living and the increased remuneration paid in other services. The average salary in rural schools was slightly over $1,000.00 per year, and in addition, many districts provided free of charge to the teacher, a comfortably furnished house, with a supply of fuel. Every school in this inspectorate should be able to secure and retain the services of qualified teachers and there is a general demand for more expert and efficient service. School boards are generally disposed to pay a good salary where they are assured of securing adequate returns. With the stabilizing of our teaching body, I have found a more uniform and more effective type of work being accomplished.

"Readymade Consolidated School District built and furnished during the past year, a modern five-roomed teacher's residence. In connection with this residence a teacher's garden of five acres of irrigated land has been secured. The providing of comfortable teachers' homes will undoubtedly tend to attract and retain a better type of teacher in our schools, and through these homes a more permanent school community life will be established." (*Inspector Roberts, Lethbridge.*)

"Two-thirds of the rural schools had at least one change of teachers during the year 1919, and only twelve schools had the same teacher as in 1918. In addition to the inferior qualifications and therefore inferior work of many of the teachers employed, and to the difficulties of living conditions an important cause of these frequent changes is the custom of closing school for the months of January and February. Teachers thus thrown out of employment accept other schools or enter other occupations, and school districts intending to re-open school in March often fail to obtain teachers until May or June. From the above mentioned causes thirteen schools in foreign-speaking areas

The new two-roomed school at Whitemud

failed to operate even six months in 1919. During the year forty-nine school districts were supplied with teachers through the inspector's efforts and in several instances two or three teachers were supplied to the same school.

"While the rural schools are fairly satisfactory as to buildings and equipment, great difficulty is experienced in securing qualified teachers. About sixty per cent. of these schools are located among people who are principally foreign-speaking. As teachers in many cases find neither satisfactory accommodation nor congenial society in these communities, trustees are forced to employ permit teachers. A number of the school districts have overcome the difficulty of securing a teacher by providing furnished residences of one or two rooms together with free fuel." (*Inspector Williams, Medicine Hat.*)

"Much of this inspectorate is a considerable distance from the commercial and educational centres of the province and our greatest problem is the shortage in the supply of certificated teachers. Thanks to the loan policy of the Department of Education even the financial problem this year has not been of as great magnitude as that of obtaining teachers with Alberta certificates to conduct the work of our schools. More than 20 per cent. of the schools visited were unable to obtain certificated teachers and many others could not obtain even permit teachers when they required them. Although certificated teachers are scarce I believe that the inability of trustees to obtain these teachers is due more to inadequate railway and mail service, and unsuitable living accommodation, than to the insufficiency of the teacher supply. As in other localities, these difficulties will disappear as the country becomes settled and better accommodation will be furnished the inhabitants as the trade and industry of the region develop. One encouraging feature is the new departmental regulation offering assistance to school boards that wish to construct a good type of teacher's residence in connection with their school. This will meet the difficulty of unsuitable and inconvenient boarding places which is often the reason that no certificated teacher can be induced to teach in the district." (*Inspector Scoffield, Foremost.*)

"A large percentage of the schools in this inspectorate are scattered. While a number of these are satisfactorily operated during the greater part of each year, altogether too many are in operation for a few months only, and in some of these school districts there is a school population of fifteen to thirty pupils. This condition of affairs is serious. Every effort should be made to provide more satisfactory training for the pupil of these communities.

"The lack of interest in the matter of education on the part of school boards, is to a great extent responsible for this inadequate school term. While the government has made it possible for a school to be placed within the reach of practically every child in the province, the responsibility for maintaining and controlling the school rests primarily with the trustee board. In practically every case where trustees realize their duty to the ratepayers and are interested in the education of the children there is a satisfactory school." (*Inspector Brooks, Stony Plain.*)

"I am pleased to report that in the main the school boards take a healthy interest in educational affairs. They assist in securing a longer term of operation, more regular attendance and the best trained teachers available. I find a willingness to pay a high salary to a teacher who is recommended by the department. A commendable interest in school agriculture has been awakened in the entire area surrounding Cowley and Lundbreck. A few successful school fairs have been held and the result has been a stimulation of interest in the children's efforts at

gardening and the care of live-stock and poultry, as well as to waken throughout this area a community spirit which is not found elsewhere in the inspectorate." (*Inspector LaZerte, Macleod.*)

"Generally speaking the trustees and residents of rural districts appeared willing to give adequate financial support to the school and were sincerely interested in providing the best possible educational advantages for their children. There were very few instances in which the boards did not act upon the recommendation made relative to the building of fences or barns, the providing of drinking water, the repainting of the buildings, or the purchasing of additional equipment.

"Boards of trustees of a few districts are recognizing the need and advantages of providing teachers' homes in connection with their schools. One residence is being constructed at the present time and in a few districts the erection of a teacher's home is under consideration. The building of residences of the type approved by the Department of Education will do much to encourage teachers to remain in rural districts for longer periods than one year." (*Inspector Buchanan, Lacombe.*)

"The southern part of the inspectorate, through which the Canadian National Railway runs is settled by English-speaking people. The northern part is solidly non-English, the settlers coming from a number of central European states, but mostly claiming to be Ukrainians. There is no railroad through this portion and the people consequently live much to themselves. They use their own language almost exclusively; most of the women and many of the men know no English.

"This inspectorate is almost entirely organized into school districts, there being very little unorganized territory. There is only one district without a school building and the children from that district are conveyed to a neighbouring school.

"There are few brick buildings, the school buildings being mostly of frame construction. Those built from the newer government plans are very satisfactory, except that a few of them have been wrongly placed on the site, so that the windows do not face east as planned. The heating and ventilation are often not as good as they might be, largely owing to the common use of wood-burning box stoves instead of ventilating heaters. Many districts have a one or two-roomed house for the teacher; these have usually been built for summer use only, but a number of them have been occupied this winter.

"All the schools have operated during at least a part of the year; those in the English-speaking districts varying from seven to ten months, and those in the non-English districts varying from three to seven months. The non-English schools have suffered from the shortage of teachers more than the English districts, the latter naturally getting first choice. The non-English districts have consequently had to rely largely on temporary teachers, mostly university students. When these students leave in September the schools have to close as it is almost impossible to replace them at that time of the year. A determined effort will be made next year to get the trustees in these districts to fill the schools before the universities close and to take only teachers who will remain until the end of the year." (*Inspector Bennett, Mannville.*)

"The new Canadian districts, nineteen in all, are making very creditable progress in English, and in the older districts it is spoken fluently by the pupils. Here too the practice of winter closing has its retarding effect. The children are kept home on account of the weather, and would remain at home for spring and fall farming operations, thus losing the entire year were it not for the vigilance of the attendance branch.

"The energy and devotion of the teachers in these districts is commendable. Expert teaching has been productive of real results. The elements of cooking and sewing are taught and thus points of interest are established between the school and the home." (*Inspector Crispo, St. Paul des Metis.*)

TEACHERS' HOMES

"The Champlain S.D. No. 1776 was the first in this inspectorate to take advantage of the generous teachers' home grant, offered by the department, and as a result has at present a cottage for its teacher built at a cost of thirteen hundred dollars. In consequence this district has been able to secure the services of a married teacher, and has solved the problem of frequent change of teachers, which has so retarded its pupils." (*Inspector Crispo, St. Paul des Metis.*)

"I find, upon looking over the list of schools, that nearly all have been in operation for the whole year, and school boards are making good efforts to see that their respective schools will not be behind hand in operating. The greatest difficulty in keeping a school open lies in the difficulty of securing a qualified teacher and of retaining the services of a teacher when secured. In order to overcome this there will require to be a general improvement in the lodging accommodations offered. It is often the case that those who have the accommodation do not care to board a teacher or that some other difficulty arises which prevents a teacher getting a suitable place at a reasonable distance from the school. The erection of a suitable teacher's house is often a solution of this difficulty, but there are cases where a house will not solve the problem, as there may be no other dwelling close at hand. A young girl does not care to occupy the house under these conditions. Trustees are realizing the difficulty of the teacher problem and more residences are being built. In foreign districts, a teacher's house is a necessity, if there is to be a school and the Department of Education has grasped this fact and is giving encouragement to the scheme by giving a grant of one-third the cost, providing the house comes up to a specified standard. I find that in some foreign districts there may be an exception taken to the erection of a house of the quality stipulated, as they are afraid of the cost. Nevertheless houses are being built where they are required." (*Inspector McLean, Castor.*)

"The problem of a teacher's residence is a pressing one in most rural localities and the lack of a suitable boarding place will account in many instances for the continual change of teachers. One solution is the resident married teacher of whom there are ten in this inspectorate all doing good work. Another is the rural student that returns from normal to teach at or near her home. Consolidation will give many rural pupils the opportunity to finish their junior high school and there is always a strong tendency on the part of these pupils to return to home surroundings for some years at least. Teachers' residences are also a distinct aid in securing permanency but the most effective thing is the growing realization that consistent progress is only made by retaining a good teacher year after year. In this connection Dover School District No. 2725 and Atlanta School District No. 2909 have had their teachers for four years and are two of the best in the inspectorate." (*Inspector Gaunt, Athabasca.*)

"In many districts the boarding house problem is a difficult one to solve. The majority of farmers who have accommodation for a teacher, are financially independent, so that boarding the teacher, even at the increased rates, appeals to him or his wife with very little force. Very frequently the teacher will be taken in by someone because there

is no other place to go. In one case during the last year no suitable place could be found at all, and the teacher was obliged to leave the district without opening the school. A man with a wife finds it impossible to get a boarding place in the country. Thus most of the men that marry must leave the profession. Consequently the coming of the teacher's residence and the passing of the school shack is welcomed by those who wish to remain in the profession and at the same time wish to make a home of their own." (*Inspector Robertson, Leduc.*)

"Several districts have built teachers' houses under the legislation of last session and the prospect is that during the coming year many more will take advantage of the generous assistance provided. Living conditions must be improved if we are to have an adequate supply of properly trained and equipped teachers in these schools. Experience and permanency of tenure are necessary to success, especially in non-English schools. When these schools have a house and grounds that can be made a real home one of the chief difficulties in connection with this phase of educational work will have been overcome." (*Inspector Butchart, Vegreville.*)

"Ten school districts have erected residences for teachers. As a result of the generous and progressive policy of the department, most of them are well furnished; consequently the trustees of these schools do not experience difficulties in securing teachers, or in retaining the services of good teachers for successive terms." (*Inspector Williams, Cardston.*)

"The residents of this area, which is entirely devoted to agriculture, are almost entirely of non-English extraction. The northern and eastern portions form the centre of the large Ruthenian colony, which was established in this part of the province some years ago. The agricultural efforts of these people are meeting with success; the old type of building is being replaced by structures which provide more space, increased light and better ventilation. There is manifest a desire to learn better methods in all phases of agriculture, to secure improved transportation facilities, to have closer communication by the introduction of telephones and to provide increased accommodation and improved facilities for educational work." (*Inspector Yule, Fort Saskatchewan.*)

SCHOOL ATTENDANCE

In recent years the responsibilities of inspectors have been enlarged to embrace new features of educational and related public service. The matter of regular attendance is of fundamental importance and of great educational significance. Inspectors are now the attendance officers for all the rural districts of the province. It is unfortunately true that in addition to the difficulty of providing school facilities there is the necessity in some cases, of insisting that careless parents make it possible for their children to take advantage of the privileges afforded. The work of the inspectors in this capacity has been carried out with care and good judgment, and generally satisfactory results have been secured with a minimum resort to punitive measures in the courts.

Two important changes in the requirements of The Attendance Act brought about at the 1919 Session of the Legislature of the province, should be referred to here: First—Section 3 now requires that "every child who has attained the age of seven years and who has not yet attained the *full age of fifteen years* shall attend school" subject to the stated provisions which follow in the Act; and second—the amendment to subsection 1 of Section 9, whereby "any parent, guardian or other person as aforesaid has been served with a notice as provided, it shall

A Rural School amongst New Canadians. These Children will have a New Two-roomed School early in the Year.

not be necessary *within a period of twelve months thereafter* to serve such parent, guardian or other person with any other notice because of any further non-compliance with the provisions of this Act; and if such parent, guardian or other person within the *said period of twelve months fails to cause the same child or any other child* of whom he has charge or control between the ages mentioned in Section 3 of this Act to attend school and continue in regular attendance thereat as required by this Act, such parent, guardian or other person shall be liable to prosecution and subject to the penalties imposed under this section as fully and completely as if he had been served with notice in every case."

During the year three hundred cases were brought into court by inspectors, from which there were secured two hundred and ninety convictions. I am taking the liberty for your further information of quoting the following from the report of the Chief Attendance Officer as indicative of future procedure in the enforcement of this Act through our inspectors as attendance officers:

"The method followed in the enforcement of the Act during 1919 was as follows:

"When the warning notice was issued from the central office, the teacher of the school was required to advise the inspector after the termination of the period provided for in the Act, giving particulars of the attendance of the child or children, month by month, during the year, as well as a copy of the school register, showing the attendance of child or children for the nine days subsequent to the issuing of warning notice. The inspector was provided from this department with the declaration of the Chief Attendance Officer, as provided for in Schedule 'B' of The School Attendance Act, to which was attached a duplicate copy of the warning notice, and receipt of the registration of same at the post office.

"It was found that in a large number of cases teachers were not prompt in reporting the results obtained, to inspectors, while in a considerable number of cases the teacher failed to give sufficient information on which to take proceedings. Frequently, a change of teachers occurred after the issuing of the notice, before action could be taken. The succeeding teacher, not being aware of the fact that a warning notice had been issued, there was a consequent failure on her part to advise the inspector, giving effect to the warning notice.

"It is felt therefore, that more definite and prompt results might be obtained by requiring the teacher to report direct to the Chief Attendance Officer, following issuance of a warning notice. Information regarding changes of teachers is readily obtainable from the Operation Branch of the Department of Education. A considerable amount of the school inspector's time will be saved, as in checking these results at the central office, only cases requiring legal action would be submitted to the inspector. It is the intention to so administer the Act during the year 1920."

The following comments of inspectors on this phase of their work are respectfully submitted for your consideration:

"Much of the inconspicuous work of the inspector deals with the problem of attendance. After a great deal of correspondence, a number of personal visits and four prosecutions, in all of which convictions were secured, the end of the year sees only a very few cases of persistent breaches of the Act outstanding in the Red Deer inspectorate. While the above applies to the rural districts, there is every evidence that the attendance in the towns and villages was well looked after in 1919; indeed there was a tendency for parents to send their children to school before they were of school age. A factor which has militated

against good average attendance in the rural schools was the heavy migration among the rural population owing to the Soldiers' Land Settlement. In a majority of cases families have moved out and single or young married men have moved in, the converse holding in a minority of cases. On the whole the balance has been unfavourable, but it is only a very slight and temporary matter.

"A problem closely related to that of attendance is retardation. In the outlying rural districts it was quite marked and was caused by previous irregularity of operation, due to difficulty in securing and paying teachers. The obvious remedy is more regular operation, which can only be secured by increased grants. In the town of Innisfail retardation was noted in one or two grades. This was due to faulty grading brought about by insufficient teaching staff. During my fall visit I indicated lines on which improvement could be made and I believe that the board is taking steps to put the matter to rights." (*Inspector Gibson, Red Deer.*)

"Within my experience, in no year has the tendency to keep children from school to engage in farm work, been so persistent and aggravated. The chief reasons for this have been the prevailing scarcity of farm labour and the increase in wage demands. In many cases there appeared to be no redress. To get the crop in and to harvest it required help, and frequently the only help available was the older children of school age. The situation however led to abuses. On many occasions it was found that children were being wrongfully kept from school attendance contrary altogether to the spirit of The School Attendance Act. During the year over 200 warning notices were issued and over 250 letters were addressed in behalf of children to whom school privileges were being denied. In 22 cases appeal was made to the courts, convictions being secured in all but one case. The work involved in a diligent attempt to enforce The School Attendance Act demands a large share of time and a great amount of correspondence." (*Inspector Russell, Camrose.*)

"The Attendance Branch of the department is to be commended for the effectiveness of its work. Due to its persistent efforts, the percentage of attendance in this inspectorate is gradually improving. It was necessary to make thirty-one prosecutions under The School Attendance Act. Such action was taken against only those parents who were persistent in neglecting to cause their children to attend. A conviction was obtained in each case. Very frequently poor attendance is due to the fact that there is no stable accommodation on the school ground. School boards in this inspectorate are being encouraged to provide this accommodation. Poor roads in some districts are the cause of irregular attendance." (*Inspector Robertson, Leduc.*)

"The enforcement of The School Attendance Act has produced very satisfactory results, and the regularity of attendance has been appreciably improved. In all, fifty prosecutions were conducted and with two exceptions, where the information supplied proved to be inaccurate, convictions were obtained. The several reports on the attendance of children were, without exception, carefully investigated before steps were taken to apply the penalties under the Act. In the schools frequented by pupils of non-English-speaking parents, valuable assistance has been rendered by the teachers who pay visits to the home, when the children are not in regular attendance, and thus stimulate closer observance of the provisions of the Act." (*Inspector LeBlanc, Sturgeon.*)

"The enforcement of The School Attendance Act has been vigorously carried out during the year by the department. Over two hundred parents in this inspectorate have been urged to give

greater attention to the education of their children. In the great majority of cases the parents have responded satisfactorily to the efforts of the Chief Attendance Officer. Only in a very few cases, and these the very worst, have prosecutions been undertaken. In one case the J.P. remarked to a father in imposing the maximum fine: 'I'd like to have the power to give you ten years at hard labour.' Generally speaking public opinion has upheld the enforcement of the Act, but in some localities there has been a tendency to resent the threat contained in the warning notice." (*Inspector Scott, Hardisty.*)

"A great deal of attention has been given to school attendance, especially in the foreign districts. The regularity and punctuality of the non-English children while they are in attendance are usually good. The difficulty is to get the younger children to start school and to keep the older ones from leaving. The school census in these districts is hard to obtain and usually unreliable. The children do not know when their birthdays are and the parents are very hazy as to the ages of the several members of the family, except in being sure that any younger child not at school is under school age and any older child kept at home to work is over age. Warning notices were sent to about one hundred and seventy-five non-English and about fifty English-speaking parents. Thirty-four of the worst cases were taken into court and conviction secured. Most of these were non-English parents and in nearly every case they required an interpreter, showing that the language difficulty may have had something to do with the failure to respond to the warning." (*Inspector Bennett, Mannville.*)

"A large number of warning notices were sent to parties in this inspectorate during the year 1919. In most instances the notice resulted in the immediate return of the children to school. Only seven prosecutions were conducted and a conviction was secured in each case. The prosecutions were among the foreign-speaking element who consider it more important that the child contribute to the family exchequer than that he acquire even a rudimentary education." (*Inspector Williams, Medicine Hat.*)

"School attendance in this inspectorate has been more satisfactory than in former years. In this respect I have noted an increased tendency on the part of the secretaries and ratepayers to report instances of non-attendance, indicating a desire on their part to assist in enforcing the Act. A large number of cases were investigated either by letter or personal visit and in several instances delinquent parents were summoned and convicted. I noted that each conviction had a very salutary effect throughout the community." (*Inspector Watson. High River.*)

"During the year some twenty prosecutions were instituted under The School Attendance Act, and in each case a conviction was obtained. This had a very salutary effect not only in the districts concerned but in the surrounding districts." (*Inspector Fowler, Killam.*)

"That very important factor in school work, regularity of attendance, has been relatively good. It would not be advisable to say that the highest point of perfection has been reached. Vigilance will have to be exercised at all times, yet results are good and show a gradual improvement over previous years. I think that the average attendance of a town school for a term should be 90 per cent. and that of a rural school not less than 80 per cent. I find that a number of the rural schools have an attendance of over 90 per cent. for the term while a few fall below 70 per cent. Every assistance is given inspectors by the Attendance Branch, and I find that it is very rarely that I am not notified of a case of irregular attendance. I have heard

the statement made that people considered the methods of dealing with truancy cases too severe, but this has not been my experience." (*Inspector McLean, Castor.*)

"It is a pleasure to be able to commend highly the results obtained from The Compulsory Education Act. Where the teacher has used good judgment it is working very satisfactorily indeed. In several instances it has been necessary for me to personally interview the parents of the delinquent pupil, but so far no prosecution has been necessary. Even new Canadians are beginning to appreciate that the intent of the Act is for their highest good." (*Inspector Scoffield, Foremost.*)

"The attendance of pupils in the schools throughout this inspectorate is good. The advantages of our educational system are generally appreciated, and there is very little inclination to violate The School Attendance Act. I did not find it necessary to institute any prosecutions under the Act during the year. The matter of compulsory attendance is being effectively administered and the positive results are apparent in a relatively higher and more constant attendance of pupils of all ages in the schools throughout the school term. This phase of school administration is being supported by a sympathetic co-operation on the part of the public." (*Inspector Roberts, Lethbridge.*)

THE INSPECTOR AS OFFICIAL TRUSTEE.

In some cases, owing to local jealousies, petty politics, or general lack of interest in educational affairs, it is found necessary in order to conserve the educational interests of a community, to appoint an official trustee to temporarily administer the affairs of the school district. This procedure is adopted in extreme cases and only after a careful investigation of conditions has been made. This policy is necessary also when owing to careless administration districts become financially involved. As soon as its business affairs are in order, an early return to local control is sought by the official trustee. It is found also that in communities in which the population is very largely foreign or foreign-speaking the appointment of an official trustee is necessary to expedite organization and the provision of adequate school facilities, and even to insure the immediate and often extended protection of provincial educational requirements, and the safeguarding public interests.

This work requires tact, sound judgment and good business sense. It is now performed exclusively by our school inspectors and without added remuneration of any kind, or expense to the district concerned. The results obtained from their services in this capacity have been highly satisfactory. Thereby the financial standing and the educational effectiveness of many schools have been vastly improved. Interested ratepayers have indicated their appreciation of the excellent services rendered by inspectors in this particular regard. A number of comments gleaned from reports and dealing with this subject are respectfully submitted for your attention:

"Six districts were administered under official trusteeships. Failure on the part of ratepayers to appoint a board which would effectively deal with problems peculiar to the districts was responsible for the appointment of an official trustee. Without exception, the unsatisfactory state of affairs which existed has been corrected and at the annual meeting the ratepayers may once more elect their own board." (*Inspector LeBlanc, Sturgeon.*)

"In the course of the year the inspector was official trustee for ten school districts. These trusteeships were due to difficulties in establish-

ing new schools in foreign-speaking localities, maladministration of school affairs by boards of trustees, faction differences, difficulties in financing, failure of ratepayers to elect boards of trustees or opposition to the formation of school districts. The duties connected with these trusteeships occupied considerably more time than it was possible to devote to actual class-room inspection." (*Inspector Williams, Medicine Hat.*)

"For a large part of the year I have been official trustee of eight districts, seven of these being in this inspectorate and one in the Hanna inspectoral district. The particulars leading up to my appointment as trustee of these several districts require some explanation. In the latter part of the year 1909 a large number of settlers came in from North Dakota and bought land about twelve miles east of Beiseker. These people were without exception Seventh Day Adventists. They built a church and started a school, which was conducted as a private school, along the lines laid down by the educational conference of their particular faith. They were successful farmers and in the fall of 1918, when I first visited that locality, I found a prosperous settlement and for the most part their homes had all the comforts and conveniences usually found in cities only. At this time three schools, one of which was of two rooms, looked after the educational needs of the district. It was decided at this time that these lands should be organized into districts and I was instructed to investigate conditions and see what was best to be done. With this object in view I held several public meetings, also had two or three conferences with the directors of these schools, who were for the most part the older men in the community. Their religion was very dear to them and their one great fear was that the religious instruction which they wished their children to receive in the school, would be denied them. Finally, however, the negotiations were amicably completed and the territory was organized into four districts, each one of which now operates a school in accordance with the law of Alberta. Local trustee boards were elected soon after the reorganization. A rather pathetic phase in connection with the election of trustees was the stepping aside, as if by arrangement, of the older men and leaving the management of the schools under the new regime to the young men of the present generation.

"In September, 1918, three colonies or communities of Mennonites purchased lands about six miles north of Rockyford. In accordance with the policy of the department these lands were organized into three school districts and in each case I was appointed official trustee. Practically as soon as the children arrived schools were opened, at first in temporary quarters, but during the summer of 1919 in two of these districts splendid schools were built. These two schools are just one mile and a half apart and a house to accommodate the teachers has been built midway between them. This is a real house with a full concrete basement and a furnace; the teachers are perfectly happy and contented and consider this their home. There is a lot of seven acres which it is intended to use as a garden. The constant changing of teachers is continually being urged as one great weakness of our school system and judging from my experience here the teacher's house is the solution as it tends to stabilize the teacher supply in the rural districts. A good type of work is being done in these schools. The children like the school life and as evidence of this the percentage of attendance for the month of December for the three districts was 96.66 per cent.

"The official trustee work is interesting and I think it must be admitted that the inspector is the natural person to take on such duties, but at the same time, there is no doubt but that it interferes

very materially with the regular work of inspection. It is not generally understood that inspectors have these additional duties to perform and they are frequently, and often unjustly, criticised by school trustees whose schools are not visited as often as they would like." (*Inspector Macgregor, Three Hills.*)

"During the year I have had charge as official trustee of four schools situated in communities of Hutterites. In all these districts schools have been erected, and in three, teachers' residences have been built and equipped. The schools have been administered and operated in the same manner as other schools in the province. The teachers who were in charge were men who held certificates of qualifications and who had had previous teaching experience. In addition these teachers had served in the Canadian army and three of the four had seen service in France. The attendance was very satisfactory, the percentage for the school term slightly exceeding 93 per cent. These Hutterite settlers have shown a disposition to support the schools established in their districts and are anxious to observe the laws pertaining to education. During the fall I was relieved of three of these schools, which were handed over to the inspectors of schools at Macleod and Cardston, and on December 31st, I was official trustee of only one school among these people." (*Inspector Roberts, Lethbridge.*)

"I began work here on September 1st. Since that time I have been official trustee of six school districts. In four of these, new schools were built in the early summer and since the date of their completion they were kept in regular operation until the end of December. One of these four schools is in a Mennonite colony, where thirty-two Mennonite children are now in attendance. Their attendance record has been very creditable, as in one month their percentage reached 99.23 while the lowest percentage for any month is over 97 per cent.

"Six schools situated in the Mennonite colonies at East Cardston, West Raley, Old Elm, New Elm, East Elm and Foch, are administered by the inspector as official trustee, who also acts as secretary. The people in these colonies appreciate the efforts of the department, in extending educational advantages to their children. They are very prompt in the payment of their taxes, and exert themselves in making comfortable the teacher who serves them. The teachers in these schools are well remunerated; in addition to a yearly stipend of $1,100, a well furnished cottage is supplied for the use of the teacher. Consequently a high standard of service is expected as well as of usefulness.

"The teachers in these communities are consistent in their efforts to further the knowledge of the English language; for this purpose they have availed themselves of the splendid assortment of books supplied by the Library Branch, and it has been the policy of the official trustee to keep the schools well supplied. During the winter evenings the teacher's residence is the meeting place of the younger men of the colony. With the teacher's help they read current magazines dealing with Agriculture and scientific problems. Encouragement has been given the teachers to foster these meetings, and make them of real value." (*Inspector Williams, Cardston.*)

EXPANSION OF EDUCATIONAL FACILITIES IN ALBERTA

There is a growing demand in the province for the advantages of secondary education. No longer in the older settled communities are people content to have merely an elementary education for their children. Inspectors invariably remark upon the need for readjustment which will make this added service possible. Consolidation has accom-

plished a great deal. Joint operation as provided for in Section 165 of The School Ordinance is helping, and the two-roomed school will prove a very strong contributing factor. Provision in recent legislation for generous grants in aid of secondary education, undertaken in the smaller schools, has materially strengthened the efforts of the inspector along these lines.

The following comments of inspectors are interesting in this connection, and are given herewith:

THE TWO-ROOMED SCHOOL

"The two-roomed school will no doubt very materially assist in solving the teacher problem and will have a far-reaching effect on rural education. There are four two-roomed schools in this inspectorate. During this year there will be eight more erected. As in nearly every case an attempt at junior high school work is to be made, many will be enabled to qualify for teachers by spending one year in a regular high school centre, who otherwise would never have gone further than Grade VIII." (*Inspector Robertson, Leduc.*)

"There has been no marked movement towards the remodelling of the older type of school buildings in the inspectorate, though considerable building activity has been in evidence. New school buildings of modern type have been built in Allied and Sawyer districts, recently organized. Preparations for the erection of a new two-roomed school in Heisler have been made. Round Hill School District was one of the first in the province to undertake, under recent legislation, a two-roomed school project. The extra room was added during the summer vacation, and was in operation during the fall. Polska, a non-English-speaking district has also completed plans for a two-roomed school, and will provide a teacher's home in conformity with recent legislation." (*Inspector Russell, Camrose.*)

"At this date, two communities have reached a stage of development with the necessary school population to warrant two-roomed schools. Besides the superior type of instruction which will be given by these added departments, a centre is created with facilities for courses beyond the public school grades. Furthermore, when road and local conditions will have reached a stage of development which will justify a further advance step along educational progress, the existing plant can easily be enlarged to meet the new conditions." (*Inspector LeBlanc, Sturgeon.*)

"A widespread and increasing interest in secondary education is being shown throughout the village and rural districts of this inspectorate. A large number of children from these districts are attending town and city high schools and the agricultural schools. Many others would attend these institutions were it not for the financial inability of their parents. The village of Clive, in spite of the considerable increase in tax-rate involved, opened a third room this fall to afford high school training for the children of the village and the surrounding country. A number of rural communities are discussing the advisability of building two-room schools. It is evident that provision for secondary education must be made during the next few years in many village and rural centres. An increasing number of country children would undoubtedly avail themselves of the opportunity to obtain higher education if these secondary schools could be placed in rural communities as the need for them arose.

"The two consolidated schools in this inspectorate have been in operation for a number of years. The advantage which these offer with regard to secondary school work, and the satisfactory progress

made by all their pupils, demonstrates the wisdom of encouraging the organization of consolidated districts about small towns and villages." (*Inspector Buchanan, Lacombe.*)

"There has been considerable unrest among the farmers in regard to education. This is, no doubt, due largely to the world-wide agitation for the conservation of the childhood of the nations. It has been given direction in this part of the province by the addresses of the Minister in the neighbourhood of Sedgewick, and at other places. His statement that the one-roomed rural school had outlived its usefulness and must be replaced by something better whenever possible, has attracted particular attention. In Fairgrove S.D. No. 1648 it has been proposed to build a two-roomed rural school without enlarging the area from which the children would come. Daisy, Minnesota and Connaught School Districts propose to enter into a purely rural consolidation. At Amisk it is proposed to bring about a consolidation with the village as a centre. It is generally admitted that the one-roomed rural school has outlived its usefulness, but the problem as to just what to put in its place has not been entirely solved to the satisfaction of the farmers." (*Inspector Scott, Hardisty.*)

"The school problem most difficult of a timely solution is the 'five or six pupils' school. Temporary consolidations have been tried without much success. Consolidations have been attempted, and while we hope for ultimate success, the great distance, the partially built roads, the great annual precipitation—both rain and snowfall, the extreme cold and the length of the winters have made consolidation in this inspectorate a vexed issue. Two consolidations in a limited sense and in favored areas have operated for two years. However, it is doubtful if this will prove a general remedy for the small school which keeps a qualified teacher much needed elsewhere, working often at low pressure with a small number of children where is possible no good brisk competitive effort either in school room or on the play ground." (*Inspector Farr, Grande Prairie.*)

"The growing desire for high school training has resulted in two consolidated schools in the southern part of the inspectorate. Clyde is the centre for three school districts and a new school house will be erected this spring. Westlock is the other centre and with the excellent system of roads no difficulty is anticipated in bringing the children in. Grade X will be taught in both centres, and consolidation would seem to be the solution for high school work in rural districts." (*Inspector Gaunt, Athabasca.*)

THE WORK OF VILLAGE AND CONSOLIDATED SCHOOLS

"In practically every case the work being done in the ten consolidated schools of this inspectorate is of a superior type. In two instances financial depression has aggravated other difficulties, and the work of operating the schools has been attended with considerable trouble. Where there has been good co-operation between trustee board members I look to see the consolidated districts come through this period of financial stress quite as successfully as the average rural district. This co-operation is a condition essential to the highest efficiency of school boards in general, but I have concluded that it is particularly necessary in the case of consolidated schools.

"I have observed also that as the area of a district is increased by consolidation the loyalty of individuals to the school and their personal interest in its success is often decreased, and for any service

rendered the trustee board an exorbitant price is often demanded. It is to be hoped that experience and education will find a solution for this difficulty." (*Inspector Scoffield, Foremost.*)

"There are two schools in the inspectorate where high school work is being regularly taken, that is, at Castor and at Coronation. In these towns there are good high school rooms, and the work up to and including Grade XI is being successfully taken. These schools are doing their share in furnishing a supply of local teachers, but the best they can do is to turn out about ten or twelve Grade XI graduates in all, each year. There is, consequently, a need for more centres where students may receive the non-professional training, if not up to Grade XI, as high as Grade X. It would appear that the two-room school or else a consolidated school is the only means in sight. We, as well as a number of other parts remote from the larger towns, find it necessary to secure our teachers largely from the cities or large towns. These teachers do not, generally speaking, decide to remain for any length of time in a district remote from their homes, hence there is a tendency toward a continual changing of teachers. I cannot see that this tendency is lessening and it may be increasing." (*Inspector McLean, Castor.*)

"At present, adequate provision for secondary education is confined to Empress school alone where the work of Grades IX, X and XI is successfully carried on. In many small villages adjoining rural districts, where there are eligible students, no attempt has been made to introduce such training, which will naturally reflect seriously in future on the available teacher supply, unless some adaptable solution is discovered. An effort is now being made to meet the situation by extending the teaching hours, with a corresponding increase in salary to a competent teacher in charge. The extension of this plan in this inspectorate depends on the success obtained." (*Inspector McKenzie, Jenner.*)

"I am pleased to say that the attitude toward education of a great many, is changing, and changing rapidly. The parents are commencing to recognize the many advantages that an education affords to their children. I am convinced that the splendid management by the trustees, and the excellent service rendered by the teachers of the Stony Plain Consolidated School have been responsible in a large degree for this changed attitude, and have done a great deal to stimulate interest in educational matters.

"This year, for the first time, the work of secondary education is being undertaken at Stony Plain. A class of ten in Grade IX in a community where heretofore there has been no move made towards high school training, is extremely encouraging, and I have no doubt in a few years this number will be doubled. There are several public schools within five miles of this town which have an attendance of thirty-five or more pupils. The Grade VIII graduates from these schools who intend taking high school training would, if sufficient accommodation were provided, be able to attend Stony Plain school and at the same time live at home. To my mind this is the logical centre at which to begin the work of secondary education, and I trust that, in the course of two years, we shall be graduating students equipped with Grade XI standing from at least one school in this part of the inspectorate." (*Inspector Brooks, Stony Plain.*)

"At the beginning of the year there were within the limits of the inspectorate one hundred and two organized districts, while at the close it contained one hundred and sixteen. Thus there were erected during the year, fourteen school districts. Of these eleven were rural and three consolidated. There are two other consolidations in process

of organization at the present time. All of these consolidations are in the irrigated area and, with one exception, are the first organized districts formed in these sections. The reasons for establishing this better type of schools are various. First, the settlements are at a considerable distance from any high school facilities; secondly, these are and will be densely populated areas; and lastly there is a real desire on the part of the parents for a better type of education than is possible in the one-room ungraded school.

"The settlements on these irrigation tracts are rapidly expanding and new areas are being brought under cultivation every year. The holdings are smaller and the type of farming more intensive and scientific. The people as a class are intelligent and progressive. A spirit that makes for concerted effort and community activities is found everywhere. For these reasons it will be exceedingly interesting to observe the development and progress of educational endeavour in these communities during the next few years." (*Inspector Liggett, Bassano.*)

"Something must be said of the work that is being done in the larger centres of population. The Red Deer inspectorate is essentially a rural one, Red Deer being the only city, and Innisfail, the only town in it. In the former there were twelve rooms doing public school work and four devoting the whole of their time to the work of the high school. All of these rooms were at full capacity and under very competent teachers. The central school is thoroughly modern and kept in splendid condition; while the cottage schools in the north and south wards are excellent examples of their type. In Innisfail there were five rooms doing public school work and two high school. In the former the average standard of the work was high, although there was room for improvement in grading and in one or two rooms there was evidence of retardation. The school board of Innisfail realizes these limitations and is setting out to rectify them in 1920. There are four villages in the inspectorate, Penhold, Sylvan Lake, Markerville, and Rocky Mountain House. In each of the former three there was one room in satisfactory operation in 1919, and it is practically certain that second rooms will be opened in Penhold and Sylvan Lake in 1920. There seems to be an increasing willingness to open these second rooms on account of the liberality of the grants. In Rocky Mountain House (Confluence School District) it was found necessary to open a temporary third room to accommodate the ever increasing school population. It is the intention in this village to build thoroughly modern school accommodation on one of the finest sites it would be possible to find in the province, and I hope to be able to give a full account of this work in my 1920 report. Nordegg which is a mining town, situated about 140 miles west of Red Deer, has a very efficient school." (*Inspector Gibson, Red Deer.*)

"During the first term of this year, there was a strong movement in several communities towards consolidation. In no case was the plan adopted, as itwas evident before the matter came to a vote that this part of the province would have a partial crop failure and it was felt that the adoption of any system involving additional expenditure was not justifiable for this year. The tendency towards consolidation is being somewhat checked by reason of the heavy debenture indebtedness entailed and the difficulty experienced in transportation in those communities where consolidation is being tested. In many communities the success of the plan of consolidation is considered too uncertain to warrant the districts entering upon it, especially as it is felt that there is very little possibility of withdrawal when once a district has committed itself to consolidation. The tendency is rather to look for

relief or improvement by means of joint operation whereby the individual district remains intact for the time being, but by providing its own conveyance and by contributing a reasonable amount to the district operating the school, the general principles of consolidation are put into effect temporarily and, as it were, by way of experiment. If this system proves satisfactory, and it appears feasible from the standpoint of expense and transportation then, it is felt, it will be time to consider plans for permanent consolidation. In other words the average district wishes to experiment with consolidation before committing itself permanently to it. This is little more than putting into effect the plan offered under Section 165 of the Ordinance, but while heretofore the provisions of this section have been followed only when there has been a minimum attendance or less, it is now felt that it could be adopted as a tentative consolidation scheme even where the attendance is considerably above the minimum. It would seem that this plan should receive encouragement and support as it is a move towards consolidation and would in many instances result in a permanent form of it. In spite of the present hesitancy on the part of rural districts I am convinced that consolidation will finally be adopted in many communities, though it is at present going through a period of experimentation and testing." (*Inspector Watson, High River.*)

"In this inspectorate the people have passed the pioneer stage of settlement and are realizing to a greater degree the need for improved educational facilities. There are nine consolidated schools with thirty-two departments established. The consolidated school at Coaldale is providing the best type of educational opportunity for the children. At Barons plans have been completed for the erection of a modern eight-roomed school. At Burdett a four-roomed school provides instruction in the elementary and secondary school subjects." (*Inspector Roberts, Lethbridge.*)

"I cannot resist referring to the success which has been attained by the Consort Consolidated School, where classes are taught up to and including Grade XI. In a district such as the Consort inspectorate where the towns are small and not yet able to support more than two-roomed schools nor take up much high school work, we must look to the consolidated schools for a complete high school course. If students in the rural schools could have the opportunity of attending high schools within easy reach of their homes, many would be willing to take advantage of such an education, and the supply of teachers would increase in proportion." (*Inspector Gray, Consort.*)

"The towns, naturally, have not enjoyed much growth the last few years. The Chinook Consolidated School is still the only one turning out Grade XI pupils, a triumph for consolidation. The students from this excellent school have aided appreciably in overcoming the teacher supply problem in the inspectorate. Youngstown is planning an extension to its five-room school in order to accommodate a full high school next year. Its Grades IX and X are fine large classes. Oyen, also, which opened its third room this year, expects to open the fourth at midsummer with high school classes up to Grade XI. Cereal and Scotfield Consolidated School are considering opening a second room in order to do high school work. A number of rural schools are doing a certain amount of Grade IX and X work. Their success with their Grade VIII pupils last summer has encouraged them in this, and as most of the schools are small it is quite possible for them to accomplish it. The new school of Agriculture at Youngstown which will open next fall should prove a strong stimulus toward secondary education in the inspectorate." (*Inspector Mitchell, Chinook.*)

EDUCATIONAL SERVICES AFFORDED IN LARGER CENTRES

Growth and progress with attendant educational expansion are in evidence in our cities. I beg to quote herewith brief extracts from recent reports, dealing with the educational services afforded in the larger centres.

In the City of Calgary 220 departments were in operation during the year 1918, with a total enrolment in the public schools of 12,156 pupils, maintaining a percentage of attendance, for the year, of 89. The enrolment in the separate schools was 1,270, making a total enrolment of 13,426 pupils in the Calgary schools. The school population of this city has greatly increased even during the four years of the war. The records of the public school board for the month of March, 1918, indicate that there were 2,000 more pupils in the Calgary public schools than there were during the corresponding period in 1914. This increase has been about 500 in the high school classes and 1,500 in the public school grades, representing an average increase of more than 25 per cent. in the number of pupils attending the Calgary public schools. The increase in enrolment in the separate schools has been correspondingly high. The problem of adequate accommodation is already a pressing one for both trustee boards. Over-crowded class rooms are interfering with the achieving of the best educational results. However, an excellent type of work is being done. This city is able to add to its already highly efficient teaching force from the ranks of the best of the teachers of this and other provinces.

The Calgary school system is rapidly assuming many of the aspects and taking on many of the activities of a highly complex city system. During this year the question of providing special facilities for the teaching and training of sub-normal children has had the attention of the school board, with the result that a careful canvass of the schools of the city has been made to record and classify the children in need of this special care and attention. The services of an expert have been secured and a beginning, with a small class of some twenty pupils, in one of the cottage schools, has already been made.

The pre-vocational school, which was established in 1913, continues to be an outstanding feature of the educational work being carried on in this city. One half of each school day is given to pre-vocational work and one-half to the regular academic subjects. The classes are recruited from Grades VI, VII and VIII of the various schools of the city. Needless to say teachers do not, as a rule, recommend their best pupils for this course, but rather the backward and uninterested ones. Recently, however, there has been a tendency on the part of many parents to send their children to this school, of their own accord. Here the chief aim is not to have the students pass examinations, but rather to help them to find themselves and discover their natural interests. It is worthy of note that these students do make a highly creditable showing at the departmental examinations, and it has been found that in many cases pupils who had previously lost interest in the strictly academic side of school work, return, after a course at this school, to the academic work of the grades and complete the high school course.

A splendid scheme of medical inspection, together with health supervision, and an aggressive follow-up system, has been built up in this city. The importance of caring for the physical condition of the school children cannot be over-estimated, and the board realizes fully its intimate relation to the mental and moral development of the child, his future well-being and usefulness.

Inspector Boyce reports that 120 students were enrolled in the night classes conducted in the City of Calgary during the fall of 1919. Speaking of a new type of educational effort being tried out in that city and known as the Part Time School, the inspector submits the following interesting particulars:

1. It opens at 1.15 p.m. and closes at 4.15 p.m. during the school days of the week.

2. A class of students from some of the offices in the city start work at 1.15. Some of these students can be spared only one hour from the office and they retire at 2.15. Others remain two hours and retire at 3.15; and still others remain the three full hours each afternoon.

3. The subjects taken are penmanship, accuracy, and arithmetic, spelling, commercial English and correspondence.

4. The Hudson's Bay Co., sends twelve from its offices. Six attend from 3.15 to 4.15 Monday and Thursday and six others attend from 3.15 to 4.15 Thursday and Friday of each week. These twelve take penmanship, spelling and elementary bookkeeping.

5. No fees are charged any students or their employers.

6. The aim is to carry the school to the commercial and industrial life of the city.

Mr. C. E. Leppard, teacher, gives his whole time to this work each afternoon of the school days of the week. In the mornings he teaches English and civics in the commercial high school classes.

Since this school is giving good educational service and is well started on the way to success I shall recommend that it be placed, for grant purposes, on the same basis as an ordinary public school room and seeing it operates only half the school day I would suggest it be given half the school grant earned under clause (*c*) subsection 2, section 3, The School Grants Act.

Inspector Fife reports as follows regarding educational conditions and services afforded in the City of Edmonton:

At the beginning of the year the rural portion of the inspectorate was reduced by cutting from it sixteen school districts, but notwithstanding this reduction in area, there were employed, in the public schools of the inspectorate, twelve more teachers than at a corresponding date the previous year. This increase was confined to the city part of the inspectorate.

NUMBER OF TEACHERS IN THE INSPECTORATE

There are now 393 teachers in the inspectorate, made up of the following classes:

252 City Public School Teachers.
35 City Separate School Teachers.
26 Rural and Village School Teachers.
41 City High School Teachers.
6 City Separate High School Teachers.
16 Technical School Teachers.
17 Supervisors and Teachers of special subjects.

COMPARISON OF THE NUMBER OF PUPILS ENROLLED IN THE CITY SCHOOLS IN 1919 AND 1918

In 1919 there were enrolled in the City High, Separate and Public Schools, 14,375 pupils.

In the same schools in 1918 the enrolment was 12,821—an increase for the year of 1,554 pupils.

BUILDING OPERATIONS DURING THE YEAR

In the rural part of the inspectorate only one new school was built this year, the Belmont Public School. It is on a new site, more centrally located than the old one was.

Owing to financial stringency and the excessive cost of building material and labour, the amount of building done by city boards was very small, and has not kept pace with the increasing demand for school accommodation.

The city board completed the finishing of the second story of the Highlands school; added four rooms to the Parkdale school, and built twelve one-room, portable, temporary schools.

The Separate School Board built one two-roomed school, and enlarged the playground of the Kinistino Avenue school by the addition of nine city lots.

Owing to the overcrowding of many of the class rooms, it was necessary to re-occupy the old King Edward school and use some of the basement rooms and assembly rooms of some of the larger schools for class-room purposes.

SUB-NORMAL AND OPPORTUNITY CLASSES

The city board has taken a forward step this year in segregating those children of sub-normal mentality. Two rooms have been provided for them at suitable points in the city, and teachers specially adapted, and trained for this kind of work, placed in charge.

A class, called the "Opportunity Class," has also been organized for those pupils who, through illness or some other cause, have become retarded in their school work and would not be able to complete the public school course before they were beyond school age. A special course is arranged, which will enable them to get a fairly complete public school training.

I have visited one of the sub-normal classes, and I believe the experiment will give good results.

RELIEF FOR THE PRINCIPALS OF LARGE SCHOOLS

This year the city board, acting on the advice of the superintendent, engaged five extra teachers to relieve the principals of the larger public schools. Each extra teacher has charge of a Grade VIII class in each of two schools for the half of each day. This enables the principal to devote some time to general supervision of the work done by the assistants, and to get some knowledge of the pupils' tendencies and capacities.

A SECOND JUNIOR HIGH SCHOOL ESTABLISHED

This year a strong plea was advanced by the community served by the H. A. Gray school, for the organization of a junior high school, and the board, on the advice of the superintendent, acceded to the request. The school is similar in organization to the Westmount junior high school.

NIGHT SCHOOLS IN THE CITY

During the autumn and winter night classes were taught at three centres in the city, the Technical School, Queen's Avenue school, and the old King Edward School.

The enrolments at these centres were as follows: Technical, 394; Queen's Avenue, 24; King Edward, 73.

Twenty-nine teachers were engaged in teaching these classes.

In the technical night classes the following subjects were taught:

Cabinet-making, machine shop practice, forge work, gas-engine operating, mechanical and architectural drawing, sewing, dressmaking, millinery, fancywork, shop mathematics, commercial arithmetic, book-keeping, chemistry, assaying and applied art.

At King Edward school courses were given in commercial work, sewing, and English subjects for foreigners.

At Queen's Avenue school the teaching was confined to English subjects for foreigners.

MEDICAL INSPECTION

This important branch of school service is gradually improving in the city.

The board now employs in this work one physician who devotes all his time to it, one who gives half of each day, a dentist on full time, and six qualified nurses.

Besides the ordinary medical inspection, two complete physical examinations are given each child during his public school course; one while he is in Senior Grade I, and the other while he is in Grade V.

Medical inspection has thoroughly justified its introduction into the schools of the city. Satisfactory mental development cannot be accomplished if the body is not maintained in a good state of physical efficiency. There is no doubt but that considerable of the money spent in attempting to educate children suffering from physical defects so common among our pupils, is an economic waste.

TEACHING IN THE CITY SCHOOLS

Teachers in the city for the most part have a high appreciation of duty and do excellent work. I am of the opinion, however, that the pupils are over-taught, with the result that they are failing to learn self-reliance, or to develop resourcefulness. The teachers sometimes complain that the pupils, when left to themselves, appear lost and unable to do anything. Too much teaching, in my opinion, aggravates this condition.

The teaching of the special subjects, Manual Arts, Music, Art, Domestic Science, and Physical Culture, under the direction of competent supervisors, is of a high order. The music deserves special mention. I have never visited schools in which the children sang so sweetly. It is a great pleasure to listen to one of their lessons in voice culture.

RURAL COMMUNITY ACTIVITIES

The inspector of schools is able to give much stimulus and assistance to various types of effort making for the improvement of community life in the rural sections. Matters of general and indirect but positive educational significance are referred to in the extracts from inspectors' reports, which follow herewith:

"On Saturday, October 20th, the third Wetaskiwin school fair was held on the exhibition grounds. Twenty rural schools joined in with Wetaskiwin this year, and the fair was a splendid success. The fair was conducted on lines similar to those outlined in the report for last year. An interesting programme of sports, under the direction

of E. B. Asselstine, M.A., was also carried out. A successful field day was also held at Ponoka this year." (*Inspector Nelson, Wetaskiwin.*)

"Four school fairs were held in the inspectorate during the year and the preliminary organization for the fifth was completed. There is every prospect that we shall have at least five fairs in 1920. Every fair was a marked success, but Vermilion outnumbered the others in exhibits. At this centre there were eighty-seven entries in potatoes alone and every entry was worthy of a prize. The array of entries in every class gave great encouragement to those instrumental in organizing these fairs and a sure indication of the interest of the rising generation in agricultural pursuits." (*Inspector Parker, Vermilion.*)

"Many of the schools are used as community centres where church services, public meetings, U.F.A., Women's Institute meetings, and social gatherings of all sorts are held. In such districts the school is an important factor in the life of the community." (*Inspector Dobson, Hanna.*)

"An interesting feature of the year was a school fair held at Mannville on the tenth of September. Seeds for home gardens were obtained from the Vermilion School of Agriculture and distributed to nineteen schools. Prizes were offered for garden products, cooking, needlework, manual arts, art, penmanship and nature study. There were over fifty classes and several hundred exhibits. Each school district contributed to the prize money and all competitions were open. Most of the work of organizing fell on the inspector, but valuable assistance in the judging was rendered by the principal and staff of the school of agriculture. Several schools of this inspectorate also entered exhibits in the school fair held at Vermilion." (*Inspector Bennett, Mannville.*)

"One school fair was held within the inspectorate this year, viz., at Kinsella. Pupils from eight school districts competed at this centre and considering that this was the first school fair held at this point the enthusiasm displayed and the quality of the work exhibited were both highly gratifying. It is expected that a much larger number of schools will compete in 1920." (*Inspector Fowler, Wainwright.*)

"Great interest was shown by both pupils and teachers in the school fairs held jointly with the Agricultural Societies of St. Paul and Elk Point. The exhibits, though not very numerous, were representative, and of a very fair order." (*Inspector Crispo, St. Paul des Metis.*)

"On September 25th a successful school fair of fourteen school districts from the Edmonton and Sturgeon inspectorates was held at Sunnyside. The large number of entries and the excellent quality of the exhibits reflected the enthusiasm of the school population in this movement. The home garden, without doubt, offers the most effective medium for agricultural instruction through the public school, and the annual fair will prove a large contributing factor in establishing closer relation between the school and the home." (*Inspector LeBlanc, Sturgeon.*)

"About fifteen of my schools are serving hot lunches. This practice is steadily on the increase. To a child coming a distance and arriving with his lunch chilled or frozen, a drink of hot cocoa or soup, at noon-day means much for health and mental activity." (*Inspector Thibaudeau, Stettler.*)

"Considerable interest has been manifested in school fairs during the year. In June a most successful fair was held in Bashaw, the villages of Alix, Mirror, and Bashaw uniting with some fifteen adjoining rural districts for this purpose. There was a very large attendance, and great enthusiasm and interest were manifested in all features of the fair. The races and competitions were well conducted and an

extensive and varied exhibit of school work, some of which was of excellent quality, was on display. Fall fairs were held in the villages of Clive and Rimbey, the former being under the direction of the Department of Agriculture. The interest shown by the parents and residents was encouraging, and it is expected that next fall these fairs will be an even greater success." (*Inspector Buchanan, Lacombe.*)

"A marked improvement is noticed in the neatness of the school yard and in the type of playground equipment. Several of the even remote schools have tennis courts, and skating rinks, as well as basketball and baseball equipment. The securing of these was largely due to the energy and resourcefulness of the teachers, who in many cases enlisted the aid of the young people of the community, allowing them the privilege of using the playground when not in use by the pupils. This was in several instances followed up by getting these people interested in forming a literary society, during the sessions of which many helpful debates on practical subjects were held, as well as papers having an agricultural bearing, read and discussed." (*Inspector Crispo, St. Paul des Metis.*)

"Theoretically the teacher may be of great service to the community in which he finds himself, by partaking of the community work of the district. In actuality his work in this respect may be said to be negligible. The matter might bear much discussion, but the general situation seems to be that he lacks the training to know how and where to look for such work, rather than the spirit to perform it. It would seem that he must look more to the normal for inspiration. Such increased co-operation would at the present time be the more welcome since the farmers are faced with a probable demand for an increase in the salary of the teacher of the rural district. That the type of the teacher arriving is not quite in harmony with his environment (be the cause what it may), is evidenced by the neglect which he or she manifests to agriculture. The school fair is forming a corrective instrument, and that of this inspectorate last year proved a big success.

"*The Best School.*—The best school in the inspectorate is easily named. What, however, is of more interest, is the naming of the quality that produced this best school. And the best school was best simply because it had the best discipline. The results were but reflections of this governing quality. The problem of similar achievment in other schools takes one back to the matter of the training of the young teacher to look for this in all its aspects –in cleanliness, in regularity, in punctuality, in politeness and in good manners generally —matters not at present sufficiently well attended to.

"*The Greatest Need.*—Without a doubt the most glaring defect in the results of the inspectorate is not defective scholarship on the part of the teacher or scholar. It is not the non-production of scholars. But it is the non-production of Canadianized scholars. In this soldiers' settlement inspectorate considerable interest is evinced in the more vigorous policy fore shadowed by the department. If citizenship be the end of education, or one main end, then something is being missed here at present, though it is hoped that future reports will be more favourable." (*Inspector Beveridge, Peace River.*)

"Either home or school gardens were attempted in most schools with little success on account of the season, with one exception, where sufficient vegetables were sold to purchase a book-case for the school.

"On September 10th, I attended Pandora Fair to judge the exhibit of six local schools, consisting of samples of map-drawing, art work, primary work, garden products, etc. The work, was surprisingly good in many cases and the competition aroused great local interest.

To overcome the indifference to education in some centres I have encouraged the men's and women's organizations to visit the school. Sometimes a lunch was served and these visits proved beneficial in alleviating the district inertia, and stimulated their interest in school welfare work. At my suggestion the teachers heartily co-operated by means of concerts and competitions. Some flourishing adult literary societies have been organized." (*Inspector McKenzie, Jenner.*)

"I am pleased to say that there is a tendency to realize more fully the value of agriculture teaching in the schools, and to appreciate the fact that upon this depends the future of the province. School fairs were held at several points during the year, and I think that the interest taken by the teachers, parents and pupils must have made those officials of the Department of Agriculture who had this work in hand feel that their labours were not all in vain. The roots, grain, etc., exhibited at these fairs were remarkably good, and would compare favourably with the exhibits seen at most of the agricultural fairs. This phase of education is a most valuable one; it trains children to work, to depend upon themselves, and imparts confidence. It also inculcates a social feeling and is especially beneficial to the foreign population as they find that they are quite equal to others in producing that which this country is best fitted to produce." (*Inspector McLean, Castor.*)

"In the matter of school gardening and fairs, the most notable success was obtained by the joint fair of Nanton and Parkland consolidated schools. The fair was held at Nanton because of the better facilities in this school for such an undertaking. However, the Parkland children and staff were out in full force, contributing many exhibits and carrying off their full share of the prizes. In every respect the fair was a marked success in spite of the difficulty experienced by many of the children during this dry year in raising vegetables and flowers. Apart from the success from the standpoint of exhibits, the occasion was especially noteworthy in view of the interest and enthusiasm shown by the parents in this feature of the school activities. Much credit for the success of the fair is due to Mr. Anderson, Principal of Nanton Consolidated, and to Miss Evans, principal of Parkland Consolidated, each of whom, aided by their respective staffs, worked with unremitting zeal in an effort to carry out each feature of the fair successfully." (*Inspector Watson, High River.*)

"A very successful school fair was held at Coaldale in September, at which the pupils of the surrounding schools competed in practical agriculture and in academic efforts." (*Inspector Roberts, Lethbridge.*)

"The year 1919 was the most successful year that the inspectorate has had in regard to its school fair work. Large school fairs were held at Killam, Lougheed, Hardisty, and Alliance; smaller fairs were held at Amisk, Czar and Provost. The exhibit of livestock by the children at Lougheed was remarkable, the interest being stimulated by the local banks. Hardisty excelled in its exhibit of flowers, while at Killam the showing of school work was particularly fine. H. W. Scott, representative of the Department of Agriculture stationed at Sedgewick, worked faithfully throughout the year to make these fairs the success they were.

"Many of the schools have undertaken to perpetuate the memory of those who served in the Great War. Honor rolls of those who enlisted are in many schools. Photos of those who fell are often found. Dalen School District No. 1822 has placed a beautiful tablet in its school to the memory of Grier Wilson, a popular teacher who was killed in action. The influence of the veterans returned from the war is seen in a much greater attention given to the British Union

Jack and to the teaching of civics. Unfortunately only a very few of the returned men entered the schools in this inspectorate." (*Inspector Scott, Hardisty.*)

HEALTH SUPERVISION

"District nurses, under the supervision of the Department of Health, are aggressive in their propaganda for the establishment of hot lunches in rural schools. One school visited was already organized for this purpose. During the afternoon session, the children appeared bright and sprightly, and accomplished good work. The noon hour may thus become a time for social intercourse between teacher and students, and between the students themselves." (*Inspector Williams, Cardston.*)

"During the fall term, some assistance was given the Health Department in organizing medical inspection under The Child Welfare Act. Over twenty schools took advantage of the privilege offered by this Act and were well satisfied with the results." (*Inspector Parker, Vermilion.*)

"A beginning was made this year in the medical supervision of schools under the Public Health Department. Youngstown has been selected as a centre, and about fifteen schools have signed up requesting inspection by a public health nurse. With prospects of a crop, I am convinced that practically all schools within a suitable distance of Youngstown will request inspection, and the work will become permanent. In our rounds of inspection we nearly every day have our attention called to the necessity for medical supervision." (*Inspector Mitchell, Chinook.*)

"A most important development in the school life of this inspectorate was made this year, when the Department of Health provided a nurse for the supervision of the health of all the pupils, where arrangements can be made between that department and the local school boards. Under the able and enthusiastic efforts of Miss Brighty and Miss J. Crosbie, practically all districts have shown a desire and a readiness to be embraced in the health supervision scheme. The parents of children inspected and reported defective in any way are made fully aware of the defects, and are thereby given the opportunity of providing corrective treatment before the condition becomes chronic. In 1919 the initial steps were taken; already gratifying results have been obtained. By the close of another year, the system shall have passed through the introductory and experimental period." (*Inspector Farr, Grande Prairie.*)

"The health inspection of the children of this inspectorate has been undertaken this year for the first time so far at least as the rural schools are concerned. High River has been chosen as the location of Child Welfare Station and smaller contributory stations are under consideration for the adjoining towns of Cayley, Okotoks, Blackie and Vulcan. As the work of organization was not undertaken until the fall term it has not been possible to extend the work as yet very far into the rural districts, but I am confident that under the capable and energetic supervision of Miss Davidson, the public health nurse for this district, the work of health inspection will be greatly extended and thoroughly organized in the coming year. I believe the majority of ratepayers recognize the need and value of such inspection and will contribute in practical aid and sympathetic support towards making this effort a real success." (*Inspector Watson, High River.*)

SCHOOL GROUNDS AND GENERAL EQUIPMENT

The following comments are helpful in giving ideas concerning the grounds, buildings, general equipment, and school libraries as found in the average of our rural schools:

"School ground activities, properly supervised, and directed by our teachers, are not sufficiently appreciated as vital agencies for instilling and enforcing the fundamental principles of good citizenship. Many teachers are slow to grasp the possibilities for good attending such opportunities. Why this very important phase of school work should be neglected or overlooked I am not able to conceive. But I recognize the great loss to any community when the teacher, for whatever reason, takes no interest and gives no thought to play-ground supervision. Among our pupils who come from non-English speaking homes, the opportunity to play properly directed games, and to engage in clean sport is most beneficial. Particularly is this so as there appears to be little capacity in such pupils to engage in school play if left to their own initiative.

"The question of school house and school ground improvement has not received due attention. Scarcity of funds is the usual answer to inquiries made on this subject. As a matter of fact, however, very little consideration is given to this subject. When estimates for the year are being compiled, I am of the opinion that there is not likely to be any great effort given on the part of the majority of our school boards with respect to school and school ground beautifying, until our teachers are more alive to such a laudable enterprise, and are more diligent in effort and insistent in appeal in this connection. I am convinced that the most effective agent in the rural school district, speaking generally, for general improvement of school surroundings, is the teacher, who with tact and discretion convinces the school board of her interest in all that affects the welfare of the district. Our teachers have not yet had brought before them sufficiently urgently the possibilities and opportunities for sane progressive leadership that await them in our rural districts, or else they are too diffident or too uninterested to assume responsibility of community leadership." (*Inspector Russell, Camrose.*)

"In two ways at least the teachers could improve their service to the districts. Practically every room has its school library but it is not fulfilling its function. The teacher should see that the pupils do acquire the reading habit. The titles of books appear about as often on library returns to the department as on the circulation records of the school. Very few teachers are being instrumental in having the classroom decorated and made home-like in appearance or in beautifying the school grounds. In these two respects mentioned too many teachers are neglecting an opportunity." (*Inspector LaZerte, Macleod.*)

"The schools in the inspectorate are supplied with good school libraries. These are being employed effectively by our teachers. The list of books available for distribution has been carefully and thoughtfully prepared and in the selection of books for the several districts, attention is given to individual requirements. The development of reading habits and the creation of a discriminating taste in books is being fostered through the school libraries. The use of the school library by the community is steadily growing." (*Inspector Roberts, Lethbridge.*)

"The type of school building in the inspectorate is on the average satisfactory. In a number of cases districts have erected buildings of modern and distinctive types, pleasing to the eye, and essentially

sound as regards school architecture. Others have been built and in operation for a number of years and are the worse of wear and, in some cases, lack of care to prevent depreciation. It is my constant care to urge boards to give every attention to cases of the latter kind. There are indications that certain districts will require additional accommodation in the coming year and pains will be taken to ensure that these new buildings will be of a high standard." (*Inspector Gibson, Red Deer.*)

"In most of the schools the libraries are extensive and a great source of help to both students and teachers. It is encouraging to note the increasing interest taken by parents in the school library, and books are in constant demand by appreciative readers." (*Inspector Crispo, St. Paul des Metis.*)

A FEW REFERENCES TO CONVENTIONS OF TEACHERS

"The first attempt of the teachers of the Peace River country and of this inspectorate in particular, to jointly consider school problems was made this year, when on November 26th and 27th in spite of the cold weather, thirty teachers met together in the Grande Prairie school, and spent two very enjoyable and profitable days in convention. Well-prepared papers were given on many vital problems of the teacher, followed by earnest discussions. A new executive was elected, and a branch of the Teachers' Alliance organized. So far removed from the provincial conventions, the local convention here promises to be the fountain-head of progressive and co-operative effort among the teachers of this inspectorate." (*Inspector Farr, Grande Prairie.*)

"The annual convention of the South-eastern Alberta Teachers' Association was held in Medicine Hat on the 13th and 14th of November. Owing to the severe weather the attendance from the rural districts was small, but the convention was characterized by the excellence of the programme and the interest taken by those present." (*Inspector Williams, Medicine Hat.*)

"The four southern inspectorates, Macleod, Cardston, Foremost and Lethbridge held a joint teachers' convention at Lethbridge early in November. The Minister of Education addressed a public meeting at one of the sessions, in which he set forth a modern programme of education for the province. Others who contributed to the convention were Mr. Hutchison of the Calgary Normal School, Mr. J. Morgan, Supervisor of Schools among new Canadians, Mr. Moffatt, Supervisor of Music in Claresholm schools and Mr. Ernest Layton, organist of Knox Church, Lethbridge. The Lethbridge Board of Trade, the Women's Civic Club and the Lethbridge Rotary Club assisted in providing accommodation for the three hundred teachers who came in for the convention." (*Inspector Roberts, Lethbridge.*)

"The fourth annual convention of teachers in this inspectorate was held on Thursday and Friday, October 11th and 12th. An interesting feature of the programme was the public-speaking contest, this being divided into two parts: One for public school, and one for high school students. Gold and silver medals were awarded to the two winners in each contest. Miss Burnett of the Camrose Normal School gave an interesting paper on primary work, the rest of the programme being given by local teachers. The sessions were both interesting and profitable." (*Inspector Nelson, Wetaskiwin.*)

"Our second annual union convention was held in the Normal School in Camrose. The teachers of the Camrose, Hardisty and part of the Stettler inspectorates took part. The greater part of the programme was contributed by the teachers of Camrose and the normal

school staff. The teachers present entered into the discussions with less enthusiam than usual, but the equipment of the normal school and the excellent addresses of the members of the normal staff, more than compensated for this lack. The convention was well attended and was very successful from an educational standpoint." (*Inspector Scott, Hardisty.*)

"In company with Inspector Fife of Edmonton, I had the privilege of attending the Educational Conference held in Winnipeg in October, and later of visiting schools and of observing school work in different parts of the states of Minnesota, Illinois and Michigan, which we found most enjoyable and profitable." (*Inspector Russell, Camrose.*)

LOANS TO SCHOOL DISTRICTS

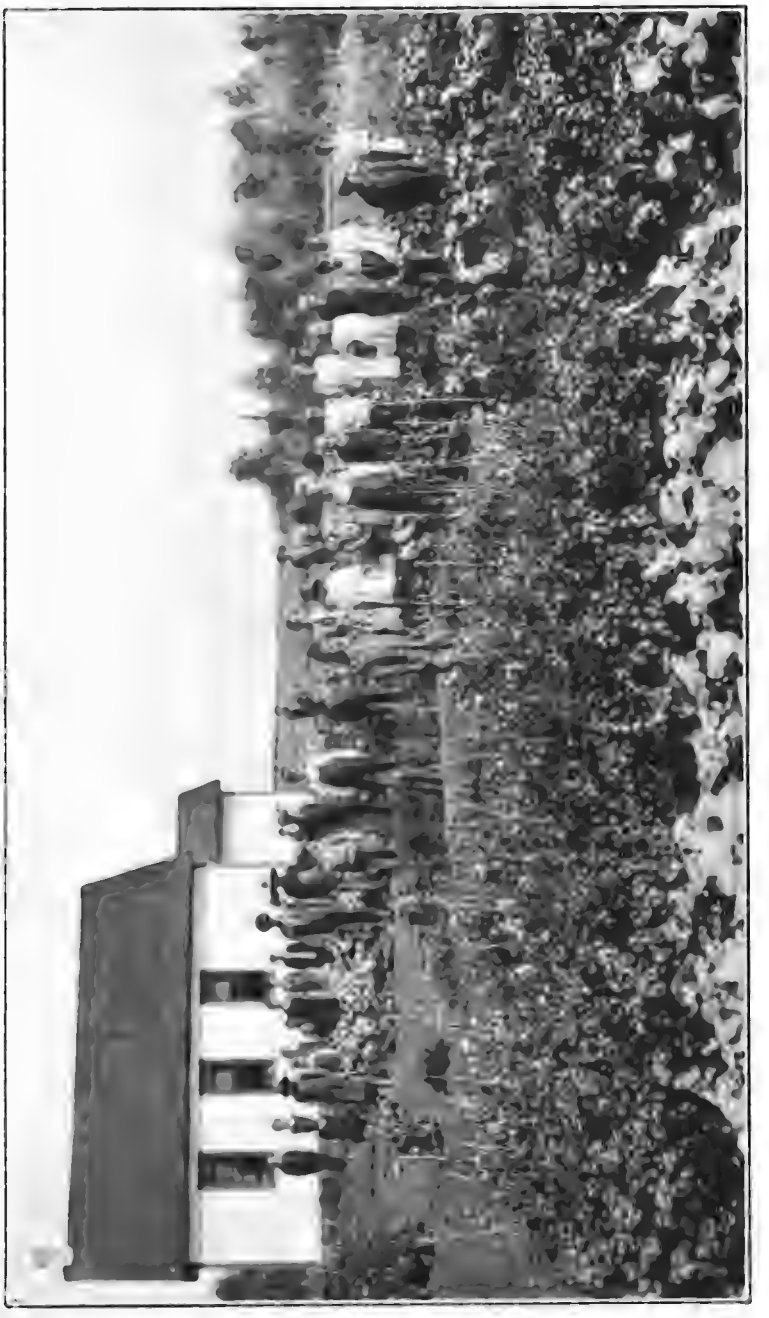
Owing to drought conditions which prevailed over a large portion of Southern Alberta, the year was an unfavourable one from an agricultural standpoint. In order to insure the continued operation of the schools in those districts where drought conditions rendered it impossible, or undesirable, that tax collection be enforced, and where it was difficult for the districts to negotiate loans from the banks, loans were made by the government, through the Department of Education. All such cases were carefully investigated by the local inspector, and the advance made upon his recommendation. The proceeds of these loans were directed solely towards the meeting of the teachers' salaries, and providing for the discharge of debenture coupons. The measure of assistance extended insures the operation of the schools in these affected areas until the end of the coming term. In addition the protection of these debenture coupons has the effect of strengthening the confidence of bond-buyers in this type of security, and safe guards the general credit of the province, municipally and as a whole. Even more important, this relief affords the assurance that the education of the children will be looked after, and knowing this the parents in these stricken areas will face their other problems more cheerfully.

"During the fall term I investigated the financial conditions of fifty-one school districts, forty-nine of which were in the Lethbridge inspectorate and two in the Cardston inspectorate. It was deemed expedient to recommend sixteen loans in the Lethbridge inspectorate and two in the Cardston inspectorate. These loans have made it possible to operate the schools and provide the children with the requisite educational opportunities." (*Inspector Roberts, Lethbridge.*)

"Loans were negotiated for fourteen schools, some districts have been able to borrow sufficient money from local banks to operate during the spring term of 1920, owing no doubt to improved prospects for the 1920 crop.

"Where it was found necessary to recommend loans, the districts receiving aid were either newly organized settlements, and were thus unable to benefit by a sinking fund, or were school districts in which a rate of assessment had been levied to barely meet current expenses of the year. In times of prosperity no provision had been made for the lean years, and yet ample warning had been given in that this was the second loan granted some of them. The exemption of soldiers' lands from taxation, had pressed heavily upon some districts. A significant fact, however, was revealed during the administration of these loans, in that communities depending upon mixed farming, were able to weather the storm without resorting to government aid." (*Inspector Williams, Cardston.*)

"The generous policy of the Department of Education in advancing loans to districts needing financial assistance has been the chief factor



School Garden at Molodia

in making operation possible in a large number of districts. After making careful investigation of their finances I have been able up to the present date, to recommend assistance in the form of loans to thirty-five school districts in the inspectorate, and others will require help for the spring term of 1920. In not a single case where the records evidence a business-like management of the district's finances has a loan been refused, and many discouraged trustees and ratepayers have expressed their keen appreciation of the timely assistance. In spite of these abnormal conditions educational progress has been made in this inspectorate." (*Inspector Scoffield, Foremost.*)

"In the foothill country the range provided poor grass during the summer, while the early winter, with its abundance of snow, rendered useless what little pasturage did exist. Several hundred car-loads of feed must be shipped into this area and even then about one-half the live-stock will have been disposed of or lost before next spring. Conditions here have been trying, but there are only two schools that did not operate during the autumn term, all will be in operation again before spring. However, were it not for the government loans provided to ensure operation of schools in the drought area many of these same schools would have been unable to re-open for the ensuing term in the prairie districts, crop conditions have been unfavorable during the last two or three years, but the school boards have been and will be able to operate all their schools with a minimum of government assistance." (*Inspector LaZerte, Macleod.*)

"In this term eighty-two per cent. of the schools operated, leaving eighteen per cent. not in operation, though a number of these had held school during the previous term. A valuable factor in the maintenance of schools was the support given by the departmental loan. Six per cent. of the schools north of the Red Deer and sixty-two per cent. of those south of this river applied for this aid, on which their continuance solely depended." (*Inspector McKenzie, Jenner.*)

In concluding this summary and report, may I be permitted to say that an inspector of schools in the Province of Alberta occupies a position of fundamental importance in our educational system. The Department of Education relies upon him for that information which is indispensable for guidance in the framing of legislation to be the basis of educational policy. The public regard the inspector as the official of the Department of Education whose specific business and duty it is to administer and direct the provincial educational policy in its relation to the various school units. That the members of the present staff of inspectors have understood and appreciated these duties and responsibilities is evidenced by the confidence which they have established in the public mind as to integrity, fair-mindedness and devotion to the interests of education.

I have the honour to be, sir,

Your obedient servant,

G. W. GORMAN,
Chief Inspector of Schools.

SCHOOL INSPECTORS FOR PROVINCE OF ALBERTA.

Athabasca	R. J. Gaunt, B.A.	Athabasca.
Brooks	D. H. Mackenzie, B.A.	Alderson.
Calgary	R. H. Roberts, M.A. James Fowler, M.A.	Normal School, Calgary.
Camrose	J. W. Russell, B.A.	Camrose.
Cardston	Owen Williams, B.A.	Cardston.
Castor	F. S. Carr, B.A.	Castor.
Chinook	E. T. Mitchell, M.A.	Chinook.
Consort	Wm. Gray, M.A.	Consort.
Edmonton	G. S. Lord, M.A. M. E. LaZerte, B.A.	Edmonton.
Foremost	John Scoffield, B.A.	Foremost.
Fort Saskatchewan	J. A. Fife, B.A., M.Sc.	Lemarchand Mansions, Edmonton.
Strathmore	R. H. Liggett, B.A.	Strathmore.
Grande Prairie	E. S. Farr, B.A., LL.B.	Grande Prairie.
Hanna	R. H. Dobson, M.A.	Hanna.
Hardisty	Walter Scott, B.A.	Hardisty.
High River	J. F. Boyce, B.A.	High River.
Irvine	H. D. Cartwright, B.A.	370 4th St. S.W., Medicine Hat.
Jasper	R. B. Brooks, B.A.	Stony Plain.
Lacombe	W. J. McLean, B.A.	Lacombe.
Lac Ste. Anne	T. J. Dwyer, B.A.	11124 99th Ave., Edmonton.
Leduc	G. W. Robertson, M.A.	Leduc.
Lethbridge	A. J. Watson, B.A.	Public Works Bldg., Lethbridge.
Macleod	J. H. Hutchison, B.A.	Macleod.
Mannville	L. H. Bennett	Mannville.
Medicine Hat	F. G. Buchanan, M.A.	222 4th St. S.W., Medicine Hat.
Olds	F. L. Aylesworth, B.A.	Olds.
Peace River	P. A. Beveridge, M.A.	Peace River.
Red Deer	A. R. Gibson, M.A.	Red Deer.
Stettler	P. H. Thibaudeau, B.A.	Stettler.
St. Paul des Metis	X. D. Crispo, B.A.	St. Paul des Metis.
Sturgeon	J. J. LeBlanc, B.A.	Arlington Apts., Edmonton.
Three Hills	J. A. Macgregor, B.A.	3435 7th St. W., Calgary.
Vegreville	J. C. Butchart, B.A.	Vegreville.
Vermilion	H. R. Parker, B.A.	Vermilion.
Wainwright	E. L. Fuller, B.A.	Wainwright.
Wetaskiwin	M. O. Nelson, B.A.	Wetaskiwin.

Home for Mentally Defective Children

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

Dear Sir,—I have the honour to submit for your consideration the Second Annual Report of the Home for Mentally Defective Children, Edmonton, for the year 1919.

With the admission of nineteen more patients early in the year, the accommodation afforded by the building on 81st Avenue leased temporarily in 1918 for the use of the Home for Mentally Defective Children, was all taken up.

During the year one hundred and twenty-five cases were reported. From these fifty-three applications were received, but we were only able to admit nineteen owing to lack of accommodation. The work of compiling information regarding the feeble-minded in the province was continued throughout the year and a plan has been worked out for an organization which will place the department in touch with every case in the province. This may be done with very little extra expense, working through the school teachers, school inspectors, public health nurses and the Superintendent of Dependent and Delinquent Children. It has also been found possible to get in touch with many cases through the reports of teachers to the Chief Attendance Officer.

Instruction has been regularly given in the primary studies but very little progress was noticeable except in one or two cases, most of our children being of too low a grade. Much progress was made in the way of learning to care for themselves and each other and to be useful in many ways in the institution. Some of the older and stronger girls have become efficient in performing the simpler forms of household work and the progress made in this direction is very noticeable. Knitting, weaving, mending and needlework have been taught successfully and many useful articles for the institution have been made. A very good garden was kept by the larger boys, under the direction of the janitor and produced fresh vegetables throughout the season.

There was very little sickness among the children and no epidemic of any kind. The general health improved through special treatment in some cases and through proper feeding and clothing with regular outdoor exercise for those able to walk about. Plenty of fresh air was always supplied in the rooms, and the little infirmary group confined through the nature of their physical defects, were taken out-of-doors whenever weather permitted.

In March we received a visit from Dr. C. M. Hincks of Toronto, Assistant Medical Director of the Canadian National Committee for Mental Hygiene. While here he gave a very interesting address in the council chamber at the parliament buildings to an audience composed of members of the government, members of the legislature, members of the medical fraternity and many others prominently connected with social work from various parts of the province. Dr.

Hincks outlined the purpose of this organization and the work accomplished by the committee, making special reference to the survey of the Province of Manitoba made in the autumn of 1918 at the request of the Public Welfare Commission of the Manitoba government. Dr. Hincks again visited the province in December, when he lectured before the Alberta Social Service League Convention held in Edmonton. While here he received a formal government request through the Honourable Geo. P. Smith, Minister of Education, to conduct a survey in this province during the year 1920, similar to the survey made in the provinces of Manitoba and British Columbia.

The special class for sub-normal children opened in the City of Calgary by the Calgary School Board in 1918 was continued during 1919 with gratifying results. The Edmonton School Board has now followed Calgary's example and a special class was opened in the Norwood, Edmonton, on September 1st. These two cities have been fortunate in securing such experienced and competent special class teachers as Miss J. Errol and Mrs. Elizabeth Peake. It is hoped that the other cities of the province will soon follow the example of the two larger cities in establishing special classes for the sub-normals.

Probably the most important event of the year in connection with the work of dealing with the institutional feeble-minded of the province was the government purchase of a farm and a site for a permanent institution consisting of approximately one thousand acres. This site is situated nine miles north-east of Edmonton on the Fort Saskatchewan trail and is admirably situated in every way for the purpose. It is one-half mile from Oliver Station on the Canadian National Railway and spurs to the service buildings will be available from the St. Paul des Metis branch of the Canadian National Railway which runs through the property. The land is high and is served by natural drainage. The soil is of excellent quality and practically the total acreage is arable and in condition to produce at once. In the summer there is a 'bus service on the trail, which is one of the best roads in the province and served as it is by two railways the property is easily accessible from all points in the province. From the site chosen for the various buildings a spendid panoramic view of the Saskatchewan river valley and the surrounding country is obtainable. During the year I visited very many prospective sites for a permanent institution and everything being taken into consideration none favourably compared with the one which has been purchased.

In company with Dr. E. H. Cooke, Superintendent of the Hospital for the Insane at Ponoka, I visited the principal institutions of Canada and the United States caring for the insane and feeble-minded. We had the good fortune to meet and consult with many of the foremost men on the continent engaged in this work. Mention should be made here of the valuable assistance rendered by Dr. C. K. Clark, Director of the Canadian National Committee for Mental Hygiene at Toronto and other members on the staff of the committee, in giving us very useful letters of introduction and in suggesting the places at which we would likely obtain the most useful information. This not only saved us a great deal of time and expense, but enabled us to see types of institutions dealing with the problem in different ways.

One of the most important parts of our mission, just at this time, was to obtain the latest and most up-to-date ideas regarding the arrangement and construction of the grounds and institutional buildings. Through Dr. V. V. Anderson, Psychiatrist in charge of special work in mental deficiency of the National Committee for Mental Hygiene, New York City, plans of several approved types of dormitory buildings, power houses, service buildings, laundries, etc. were obtained.

In addition to these, other plans were obtained at various points as well as much information which will be found of invaluable assistance in planning for the new Alberta Institution to be erected in 1920.

A bill respecting mentally defective persons was prepared and presented to the legislature at the annual session and an Act known as The Mental Defectives Act was passed and assented to April 17th. This Act officially established the Home for Mentally Defective Children in the City of Edmonton for the public use of the province as an institution for mentally defective persons. It also provided for the establishment of further institutions and for the apprehension and commitment of mentally defective persons. It provided for the payment of expenses and maintenance of patients in these institutions and for making rules and regulations for the management of same. The cost of proceedings under the Act, transportation, maintenance, etc., are chargeable to the municipality from which the patient comes, maintenance being chargeable at the rate of $10.00 per month.

So far all our patients have been admitted on voluntary application No costs of proceedings or transportation charges have had to be paid or charged to municipalities, leaving only the charge of $10.00 per month for maintenance from April 17th to the end of the year for each patient. The accounts rendered to the municipalities for maintenance for the period from April 17th, the date on which the Act was assented to, up to the 31st of December, amounted to $2,841.25 and there was collected $2,216.57. It was to be expected that collections would be rather hard to make the first year, as secretary-treasurers and municipal councillors would not yet be familiar with the new legislation. It was also necessary for the municipalities to make investigations regarding the various cases to satisfy themselves that the accounts were properly chargeable to their municipality. When new cases were about to be admitted the secretary-treasurers of the municipalities from which they would come were advised in advance and that accounts for maintenance would be rendered regularly from time to time.

I think that much progress has been made during the year towards the objective of adequately dealing with the problem presented by the presence of large numbers of mentally defective persons scattered everywhere through the population of this province. With a permanent institution with ample accommodation for all institutional cases under way, and information concerning each case as it is discovered being systematically compiled against the time when it will be possible to deal with it one way or another, it can fairly be expected that ere long Alberta's feeble-minded will no longer be a menace to society.

Respectfully submitted,

VAN G. GOSNELL,
Acting Superintendent.

THE PROBLEM OF THE FEEBLE-MINDED IN ALBERTA

Number—	
(1) Estimated on percentage of population basis—2 in 1,000—600,000	1,200
(*a*) Institutional cases 50 per cent., many of which can be trained and made self-supporting members of the community	600
(*b*) To be supervised in homes by trained psychiatric social service workers, 50 per cent	600

What has been accomplished—

(1) Temporary institution opened October, 1918, known as "The Home for Mentally Defective Children" now accommodates thirty-five urgent cases, mostly low grade.

Purchase of site for permanent institution and an institution farm. Plans for first units being prepared, work on which will be commenced this spring. Accommodation for two hundred in a year.

(2) Department has got into touch with upwards of two hundred cases, probably the most urgent in the province and histories of many of these have already been obtained.

(3) "There are many feeble-minded children in proper home surroundings that may never require state care. How many there are of this class and how many of the class whose tendencies and environment make them dangerous to society can only be determined by a census, which can be taken in large part with the machinery now available."

The Canadian National Committee for Mental Hygiene has been invited to make a census of the feeble-minded and a careful mental survey of the province during the present year and the information gathered by the department should be of considerable assistance to the committee.

(4) Special classes for sub-normals established in Calgary and Edmonton by the school boards of those cities. Liberal government grants to encourage the operation of special classes.

"In a rational policy for controlling feeble-mindedness, it is essential that we recognize the condition in childhood. Our compulsory school laws bring every child to official notice. Every case of feeble-mindedness should be recorded."

"There are now special public school classes for the feeble-minded in most of our cities and large towns. These classes insure diagnosis and treatment at an early age, they help to inform the parents as to the dangers of their condition, and they admirably serve as clearing houses for permanent segregation before adult life is reached. They should be extended and increased in number."

Essentials in Planning New Institution—

(1) Ample acreage—one acre per patient.
(2) Proper transportation facilities.
(3) Adequate water supply.
(4) Adequate sewage disposal.
(5) Plan of development for completed institution.
(6) Proper type and location of each building.
(7) General architectural and landscape scheme of development.

All these points have been kept in mind and will not be lost sight of during the development of our plans. Experience in dealing with defectives is constantly adding to the knowledge we already have on the subject and the department is keeping closely in touch with all that is being done in this field. Whatever is undertaken here will be projected upon lines in keeping with the best that exists elsewhere.

Supervision—

Herein lies the hopefulness of preventing the feeble-minded from being a menace to society.

Two forms of supervision—

(1) Institutional;

(2) Supervision in homes by trained workers—these cases to be treated as "out-patients." The department will keep in touch with every case so long as it is in the province.

Training—

Education as ordinarily understood is not practicable. Through the manual method alone it is possible to bring them to such a level as will enable them to become usefully employed. In the temporary home for mentally defective children, although dealing mostly with very low grades it has been possible to do more in instruction in useful occupational work than was at first thought possible—some of the patients being permanently benefited. Preparation is being made for supplementing the instruction which has been given and hand weaving looms and a knitting machine are being added to the equipment. Attention is being specially directed towards the improvable grades, keeping in mind the time when they may safely be returned to the communities from which they came through proper training of their minds and hands in early age.

School Libraries and Free Readers Branch

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

Sir,—I have the honour to submit for your consideration the following report of the School Libraries and Free Readers Branch for the year 1919.

The School Grants Act provides for the payment to a rural school of a special grant for library purposes not exceeding fifteen cents per day for the first four years after that in which it was erected, and thereafter a sum not exceeding ten cents per day to each school or classroom for each day the school is kept open upon maintaining a minimum grading on its efficiency with respect to grounds, buildings, equipment, government and progress as shown by the inspector's report.

To any town, village or consolidated district employing not more than thirty teachers, a sum not exceeding five cents per day, and to any such district employing more than thirty teachers a sum not exceeding three cents per day to each classroom for each day the school is kept open, and to each district upon its establishment, an initial grant of $15.

This grant for library purposes is proving of incalculable value, particularly to our rural and isolated districts.

During the year 1919 there were 3,045 school districts in operation, this number including 63 consolidated school districts that comprised 209 units, which represents 2,899 school districts and these figures regard each of the cities as one district, though each urban school building has its independent library just as has the school in the rural district.

There are 2,603 school libraries operating in the province; the balance of new schools which have recently been put into operation will receive the initial library grant of $15 in books in a very few weeks.

In accordance with The School Grants Act, this branch has paid the initial library grant to 182 school districts which came into operation during the year, but had not qualified under the Act, but a very considerable proportion of these, however, have now qualified and will during the next few months, receive fairly substantial grants in library books.

When the school library grant is computed a special form is forwarded to each school setting forth the money available for that purpose, together with a catalogue which has been very carefully classified, giving the title of the book, and the grade in the school to which it is most suitable, also the cost of each book.

From this catalogue the secretary and teacher can intelligently make their own selection.

When this requisition form is received in the Libraries Branch it also contains the information as to the nationalities represented in the district and the number of pupils in each grade.

With this information the requisition is carefully considered and the department reserves the right to make any alterations in the selection that are considered advisable.

The school library annual returns have recently been received, and it is very gratifying to read how extensively the books have been used by all grades in the school.

The department is very often requested to make the entire selection of books for a school and at all times makes the selection when the initial grant is paid to a new district.

Teachers are at liberty to select books for their own school library from the shelves of this branch if they find it convenient to do so.

When establishing a school library the first needs to be met are those of the school itself, thus supplementary reading suitable to all the various grades, teachers' aids and reference books are supplied first.

Then follow standard authors, and a selection of books suitable for advanced pupils, night classes, reading clubs, literary and debating societies.

When selecting books for a non-English speaking district, a special effort is made to furnish reading suitable for the younger generation, who can read and write English, and for the adult population, a class of literature that will stimulate a movement towards improvement in rural conditions among the new Canadians.

The Library Branch purchases all books direct from the publishers, and has business connections with all the leading publishers in Canada, Great Britain and the United States.

As the department purchases in very large quantities it is able to place books in the libraries of our schools at considerably less than publishers' prices.

This branch receives from various publishers all the latest books which in their opinion are suitable for our school libraries.

These books are submitted to a committee of competent educationists who examine the same, and if approved are added to our library catalogue.

By this system we have the cream of the book world.

Many of the books supplied by this branch to our school libraries are those which are temptingly displayed by our city booksellers, but which could be but a dream to the children of our schools if it were not for the existence of the school library.

It is surprising the number of teachers who visit this branch in search of literature that they find it is impossible to obtain from our local bookstores.

During the session of the summer school, and whenever there is a teachers' convention in Edmonton, the libraries branch is utilized by a great number of interested visitors.

A school containing a carefully selected library is a great source of pleasure and information to a community and with a constant addition of books on a wide range of subjects the school naturally becomes the social as well as the educational centre of the district.

It is the aim of the department to encourage development along these lines, and the many letters of appreciation which have been received give ample and gratifying evidence that a real and helpful service is being rendered by this branch of the department's work.

During the past year 2,402 school districts received consignments of books for their libraries.

There has been a very noticeable increase in the demand for books for advanced pupils, and also numerous requests by mail from teachers for books for their own study.

This branch has distributed a considerable number of patriotic publications, and government bulletins, free of charge to the school libraries.

The following figures are submitted, which indicate the number of volumes and value of the library grants which have been paid since this branch was established in the year 1914.

YEAR	Volumes Distributed	Value
1914	88,279	$17,652.57
1915	109,613	29,098.27
1916	100,631	35,793.13
1917	103,256	42,511.23
1918	94,530	48,473.82
1919	73,316	43,055.03
	569,625	$216,584.05

It will be noted that there has been a decrease in the number of volumes distributed, but the reason is obvious.

Most of our schools have already been supplied with supplementary readers, and juvenile abridgements of classics, and more attention has been paid to standard works and books that appeal to the more advanced pupils.

The value of grants paid has also decreased, which is owing to all back grants due having been nearly all paid up at the end of the year 1918.

It is interesting to note that this branch has distributed considerably over half a million books among the school libraries of Alberta, during the past six years.

This branch also furnishes supplies for taxation purposes in rural districts, the cost of same eventually being deducted from the school grant.

During the past year 764 parcels containing taxation forms were forwarded to the school districts for the use of secretary-treasurers.

The School Libraries and Free Readers Branch has made the following shipments to school districts during the year 1919, by express 3,333, by freight 220, by parcel post 3,345.

FREE READERS BRANCH

Respecting the distribution of free readers I have pleasure in stating that the following books were supplied by this branch to the schools throughout the province during the year 1919:

Phonic Primer	Primers	First	Second	Third	Fourth	Agriculture
14,828	16,467	14,726	13,807	19,696	9,645	6,720

Statement of stock on hand December 31st, 1919.

	Phonic Primer	Primer	First Reader	Second Reader	Third Reader	Fourth Reader	Agri-culture
Stock on hand Jan. 1, 1919	5,586	6,359	6,422	5,687	4,474	3,153	1,538
Purchases during the year 1919	10,000	12,567	10,040	11,447	6,222	6,534	6,000
Total stock	15,586	18,926	16,462	17,134	10,696	9,687	7,538
Distributed during the year 1919	14,828	16,467	14,726	13,807	10,696	9,645	6,720
Stock on hand Dec. 31, 1919	758	2,459	2,736	3,327	....	42	818

All of which is respectfully submitted,

I have the honour to be, Sir,

Your obedient servant,

WILLIAM H. NOBLE,
Manager, School Libraries and Readers Branch.

Statistical Report of the Debenture Branch of the Department of Education for the Year 1919

(Part One)

DEBENTURES AUTHORIZED, REGISTERED AND SOLD.

Authorized by Board of Public Utility Commissioners, 190 issues	$1,015,250
Registered by Department of Education, 181 issues	626,800

BOND SALES.

Sold through Debenture Branch:			
2 Town School District issues	$ 3,000		
6 Village School District issues	19,500		
6 Consolidated School District issues	17,000		
151 Rural School District issues	262,900		
165 Issues		$302,400	
Sold direct by School Districts:			
5 Town School District issues (Including Calgary S.D., $180,000.) (Including Calgary R.C.S.S.D., $30,000.)	$238,500		
1 Village School District issue	45,000		
1 Consolidated School District issue	25,000		
9 Rural School District issue	17,100		
		$325,600	
16 Issues			$628,000

.912% of total number of issues sold through the Debenture Branch.
.088% of total number of issues sold direct by School Districts.

Average rate basis on which debentures were sold:

7 Town and City School District issues	6.29 %
7 Village School District issues	6.781%
7 Consolidated School District issues	6.734%
160 Rural School District issues	6.853%
All issues	6.664%

G. A. THIBAULT.

(Part Two)

Number of Contracts approved for erection of school buildings in Rural and Village Districts.

ONE-ROOM SCHOOLS.

Departmental Plans.

PLAN	No. of Buildings	Total Cost	Average Cost
A-1 (24 pupils)	16	$25,349.00	$1,584.31
A-1 (30 pupils)	3	5,153.00	1,717.66
A-2 (24 pupils)	16	24,908.50	1,556.78
A2A (24 pupils)	2	3,288 00	1,644.00
A-3 (24 pupils)	16	28,423.00	1,776.43
A-3 (30 pupils)	1	1,439.60	1,439.60
A-4 (24 pupils)	19	33,585.00	1,767.63
A-5 (40 pupils)	6	11,443.00	1,907 16
A-6 (40 pupils)	6	14,873.50	2,478.91
A-7 (40 pupils)	1	2,036.00	2,036.00
A-8 (40 pupils)	6	12,625 00	2,104.16
Special Plans—	8	17,745.00	2,218.12
Contracts entered into at a price of $10.00 only	4		
Temporary Buildings— (Special Plan)	1	675 00	675.00
Log Buildings— Plan A-11	2	1,025.00	512.50
Special Plans (Part of work done voluntarily by the ratepayers.)	5		

TWO-ROOM SCHOOLS.

Departmental Plans.

School District.	Plan	Cost
Morrin No. 2513	B-2	$5,400.00
Great West No. 486	B-2	3,600.00
Whitemud No. 293	B-2	4,000 00
Cardiff No. 2115	B-1	3,600.00

Special Plans.

Cereal No. 3192	$4,550.00
Nacmine No. 3771	7,790.00
Foremost Consolidated No. 2	5,490.00
Skiff Consolidated No. 58	3,740.00

Second Room Added to Existing School.

Polska No. 1948	$1,888.00
Boian Marea No. 2053	2,689.00
Round Hill Village No. 2234	2,200.00
Golden Spike No. 1319	2,075.00

LARGER THAN TWO-ROOMS.

Sedgewick ($33,099 and $9,503)	$42,602.00
Big Valley	9,450.00
Innisfree	6,495.00
Donalda Consolidated	19,800.00
Arrowwood Consolidated	19,987.00
Five Buildings	$98,334.00

SCHOOL BUILDINGS PURCHASED.

Paulus No. 2015
Little Burnt No. 3807
Rosebud Heights No. 3778
Rosevear Consolidated No. 43
Silver Lake No. 1698
Silver Beach No. 3798
Etzikom Consolidated No. 33

IMPROVEMENTS AND ALTERATIONS.

Badger Flat No. 1471
Erskine No. 1493
White Creek No. 1503
Smoky Lake No. 1943
Gordon No. 1991
Philo No. 2396
Westdene No. 1874
West Side No. 2401
Greenridge No. 2546
Scollard No. 3387
Bruce Consolidated No. 53
Franklin No. 1690
Corners No. 2579
Lola May No. 3393

TEACHERS' RESIDENCES.

School District	Plan	Cost
Soda Lake No. 1119	Special	$1,200.00
Satinwood No. 1630	"	700 00
Lac St. Vincent No. 1928	"	400.00
Polska No. 1948	"	1,000.00
Ellswick No. 2203	"	1,200.00
Wayne No. 3467	"	1,197.00
East Elm No. 3747	"	1,100.00
Old Elm No. 3748	"	1,100.00
New Elm No. 3749	"	1,100.00
Standoff No. 3755	"	1,100.00
West Raley No. 3757	"	1,100 00
Whitemud No. 293	Dept. T-1	1,000.00
Lone Star No. 1943	Special	600.00
Ready-Made Consolidated No. 46	Dept. T-3	2,255.00
Melfort Consolidated No. 29		2,000.00
Szypenitz No. 1470	Special	1,200 00

SUMMARY.

One-Room Schools	112	Buildings purchased	7
Two-Room Schools	8	Improvements and alterations	14
Additions to One-Room Schools	4	Teachers' Residences	16
Larger than Two-Rooms	5		
	129		

G. A. THIBAULT,
Manager Debenture Branch.

Bankview Public School, Calgary.

Report of Director of Technical Education

HON. GEO. P. SMITH, M.P.P.,
Minister of Education,
Edmonton, Alberta.

Sir,—I have the honour to submit for your consideration the report on technical education for the year 1919.

Since October a visit has been made to all the cities and several of the larger towns in order to gain an acquaintance with educational and industrial conditions with a view to the encouragement of such industrial and technical forms of education as local conditions would seem to indicate.

In many cases the school boards were interviewed and in other cases as far as possible individual members were seen. A visit was made to Lethbridge, Medicine Hat, Red Deer, Wetaskiwin, Lacombe, Ponoka, Macleod, Cardston, Redcliff, Rosedale, Bankhead, Bellevue, Hillcrest, Blairmore and Coleman.

These are cities and towns that might undertake instruction in such subjects as manual training and household economics with great gain to the pupils and to the communities. The legislation of last session made it possible for two boards to unite in the employment of teachers and liberal grants were offered to purchase equipment and to pay the salaries and travelling expenses of teachers.

The school attendance has increased so greatly in these places that the accommodation available for ordinary class-room purposes is already in use and school boards are faced with additional capital expenditure in the near future. Red Deer has definitely decided to begin work in manual training and household economics for the boys and girls of suitable age and the board hopes to have these departments in operation in September, 1920. Other boards are favourable to the introduction of such studies and may be relied upon to provide them when new accommodation is available.

NIGHT CLASS INSTRUCTION

Democratic education means more than school instruction for immature people. A realization of the need in every community of providing education for adults has resulted in the very wide-spread effort now made to help those who wish to improve their general education and also those who are anxious to obtain knowledge which would be of assistance in their chosen occupation.

In one class or school the greatest need may be for instruction in Elementary English and Arithmetic to overcome deficiencies in the early education of those in attendance. Other schools may offer a great variety of instruction when it can be shown that the subject has undoubted industrial or other value to the community. The larger technical schools offer night class instruction in such subjects as arithmetic, algebra, physics, chemistry, foreign languages, cookery, dressmaking, millinery, basketry, stenography, bookkeeping, typewriting, carpentry, plumbing, machine-shop work, physical culture, draughting and mining and gas tractor operation and repair.

In both cases a wider use is made of the school buildings and equipment for the immediate benefit of the individuals of the community.

The evening classes, where established, have been so well patronized that no form of instruction has appealed more strongly to the community as a whole, because the key note of the instruction offered is its practical and useful character.

NIGHT SCHOOLS IN THE PROVINCE

Night schools are in operation in Edmonton, Calgary, Medicine Hat, Lethbridge; in the following mining centres: Coleman, Blairmore, Hillcrest, Bellevue, Drumheller, Rosedale, Lovett, Bankhead, Nordegg, and in several rural districts where adults are receiving instruction in the English language. Reports of operation have been received from the following: Stony Plain, Waugh, Cardiff, Brule, Halicz, Pocahontas and Spruce Grove.

A communication outlining the organization of night schools and pointing out the aid given by the province was sent to 141 districts, in which a majority of the people were new Canadians of non-English birth. There is reason to believe that a considerable development in rural night schools may be expected next year.

PROVINCIAL AID

The grants made by the provincial government should have a stimulating effect in the promotion of night classes. When the instruction is given in any village, consolidated or town district not employing more than thirty teachers the following grants are made on the conditions stated:

(*a*) When night class instruction in the ordinary school subjects only is given by teachers of approved qualifications an annual grant equal to fifty per cent. of the cost of tuition up to a maximum grant of $200;

(*b*) When approved instruction in vocational and technical subjects in addition to ordinary school subjects is given an annual grant equal to sixty per cent. of the cost of tuition up to a maximum grant of $250.

To any district employing more than thirty teachers an annual grant equal to forty per cent. of the cost of tuition in approved night class instruction up to a maximum grant of $1,500.

COAL-MINING SCHOOLS

Every citizen of Alberta is vitally interested in the safe and efficient production of the coal underlying so great an area of this province and will recognize the soundness of the policy to provide the facilities whereby the men working in the collieries may receive the education and technical knowledge to enable them not only to obtain the certificates of competency required by The Mines Act but also to increase their efficiency as miners.

Classes in these subjects are at present in existence at such mining centres as Hillcrest, Bankhead, Lovett, Nordegg, Blairmore, Bellevue, Drumheller, Rosedale, and Coleman. The miners taking the courses have in most cases the intention of obtaining the First, Second or Third Class Certificates required of officials under The Mines Act.

Mount Royal Roman Catholic Separate School, Calgary.

Since the work in and about a coal mine demands skill and sound knowledge of mine operations and appreciation of the dangers involved, the instruction must be of a scientific and technical character. Instruction is given on such topics as geology, methods of working, explosives, safety lamps, ventilation and air control, engines, generators, surface plant and machinery. In addition to instruction on the applied mechanics and science of mining indicated above, a preparatory course is offered in English and mathematics, for those who feel the need of help in these subjects.

The teachers of the preparatory studies are connected with the public school in the coal mining community and have some acquaintance with coal mining operations and the teachers of the coal mining classes are usually the mine officials chosen if possible, because of teaching ability in addition to their general and technical knowledge of the coal mining industry. The aim of all the courses is to help the miner and the instruction given is of a very practical character related as closely as possible to actual problems arising from the work in and about the mines.

The classes are carried on at night under the local school board in each mining community in close co-operation with the Institute of Technology and Art at Calgary. The lectures in mining issued by the institute to correspondence students are available for the local instructors. With night schools open at the larger mining centres and the correspondence courses issued by the Institute of Technology and Art available for those at work in large or small centres a good opportunity is offered to those who wish to obtain a wider knowledge of their vocation or who wish to qualify for the position of examiner, overman or manager.

With the return of settled conditions an increase in the number of night schools may be looked for in the mining centres.

SUMMARY NO. 1 OF CLASSES AND ENROLMENT AT MINING CENTRES.

UNDER INSTITUTE OF TECHNOLOGY AND ART, CALGARY AND LOCAL SCHOOL BOARDS.

YEAR.	1916-1917	1917-1918	1918-1919	Interim 1919 Jan. 1, '20
Enrolled in Preparatory	40		67	136
Enrolled in First Class Mining	16	7		15
Enrolled in Second Class Mining	4	6	16	23
Enrolled in Third Class Mining	70	18	68	94
Total Enrolment	130	31	151	268

Summary No. 1 shows that the enrolment in the night classes at mining centres increased and is greater for the year 1919 than for any former year since they were brought under the direction of the Institute of Technology and Art at Calgary in 1916. The report for the session 1919-1920 is an interim one and it is expected that the final figures for the year will show an ever greater enrolment.

SUMMARY NO. 2—INSTITUTE OF TECHNOLOGY AND ART, CALGARY.

ENROLMENT IN CORRESPONDENCE COURSES.

Course Session	First Class Mining	2nd Class Mining	3rd Class Mining	Total	Per cent. of Correspondence Students among successful candidates
1916-1917	14	14	25	53	26%
1917-1918	40	62	54	156	49%
1918-1919	33	60	68	161	58%
1919-1920	37	45	41	123	

An examination of Summary No. 2 shows that there has been a decrease in the number enrolled for 1919-1920, but prior to that the total had been increasing each year. The percentage of successful correspondence students out of the total has been increasing each year. The instruction by correspondence and the direct personal instruction at the mines are enabling many young men to obtain a better knowledge of the science of mining and are also qualifying these young men to pass the examinations necessary for those occupying the more responsible positions in and about the mines of the province.

NO. 3—STATEMENT OF ENROLMENT IN CLASSES AT MINING CENTRES

Locality Year 1919-1920	No. of Classes	Total Enrolment	Enrolment of Classes			
			Preparatory Studies	1st Class Mining	2nd Class Mining	3rd Class Mining
Hillcrest....	1	14	..	..	..	14
Bankhead..	3	62	49	..	..	13
Lovett.....	1	4	..	..	..	4
Nordegg...	3	32	22	..	5	5
Blairmore..	1	21	21	..	..	..
Bellevue...	3	32	12	5	5	10
Drumheller.	1	14	..	..	..	14
Coleman...	4	57	18	10	13	16
Rosedale...	3	32	14	..	..	18
Total..	20	268	136	15	23	94

Summary No. 3.—This table shows the districts where classes are held and the number of students in each subject at each mining centre.

MANUAL TRAINING AND HOUSEHOLD SCIENCE

The introduction of manual training into the schools is usually the first step in the direction of a more practical type of education for the older boys. At the same time the girls usually make a start at homemaking studies such as cookery and sewing. Instruction in both these as conducted in the public and high schools is not classed as technical education. Manual training and household science are considered as instruments in general education. Technical education aims at preparation for gainful employment in some specific vocation. In the former the instruction is given for but half a day per week, usually. In the latter the time given to the practical work is usually half a week per week.

The latter type is appealing to parents and pupils and is, where introduced, preventing the exodus of untrained children from school. This exodus shows itself in a striking way in Grade VI, through VII and VIII, leaving a comparatively small percentage to take advantage of high school education. Even in the high schools decrease in attendance is very marked in the lower grades. Greater encouragement should be given to the technical and vocational type of education. With the installation of equipment for manual training and household economics it will be possible for school boards to provide vocational training in a limited way for all those pupils who wish it and who would remain at school a year or two longer, if they could get such a training. This equipment might be used for adult education in night classes, making a double use of a valuable plant. The utilization of school buildings and equipment for five or six hours only out of twenty-four does not indicate economic wisdom. Every carefully considered and well

managed extension of school work has had very strong popular support. Technical schools are at the present time increasing largely the attendance in day schools and are also making possible adult education of a most valuable character in evening classes.

The Dominion Director of Technical Education includes commercial subjects within the scope of The Technical Education Act and will apportion the grant for work on commercial subjects provided the equipment and instruction is of a vocational character aimed definitely at preparation of students for business pursuits. The industries are prepared to co-operate with the schools in education and a satisfactory arrangement can be made whereby boys in industry return to school for certain periods each week without loss of pay. In such cases the instruction should be co-related to the work done in the shop. The Calgary School Board is trying out such a system in the commercial high school of that city. The Edmonton Technical School offers facilities for special instruction and practice in machine shop work to men in the district who are availing themselves of the opportunity during the day and night.

These attempts at co-operation between school boards and commercial and industrial establishments might be extended. A small city without a supply of typewriters might make a working arrangement with the local business college to use the equipment of the latter and even to use the instructors of the latter, provided they possess the necessary qualifications. A working basis of agreement could be arrived at and such an experiment is worth consideration. Technical education or vocational education in regular day classes means that the pupils spend approximately half of each school day upon shop or practical work and drawing related to the shopwork. Less time must, therefore, be given to ordinary school subjects but this has not meant slow progress in these subjects. The rate is practically the same as has been demonstrated at the Pre-vocational School at Calgary and the Technical School at Edmonton, from which schools annually the pupils successfully write on the high school entrance examinations held for all pupils in these cities.

Small towns making a start on manual training might make full use of the teachers' time by establishing a special class in woodwork on a half-time basis. By this means some classes would be receiving instruction in manual training as a subject of general education and the special class would be using the same room, equipment and instructor for a vocational end. For the latter work the province would receive aid from the Federal grant. All forms of practical education are of special significance in this province and every extension of such types will enable the province to participate to a greater extent in the Federal grant for the promotion of technical education throughout Canada.

THE INSTITUTE OF TECHNOLOGY AND ART, AT CALGARY

The importance to the province of providing more extended instruction of a scientific, technical, artistic and practical character warrants the early establishment of a provincial school with that object in view. It is quite safe to say that the people of the province, whether in rural, village, town or city districts, are ready for a forward step in the direction of a useful type of education for adolescents and adults which can be applied to the operation of a tractor, to the efficient production of coal, to the operation of public utilities, railways, power plants and

Types of Rural Schools. Wostok No. 528 and Beaver No. 3470.

lighting systems, to office-practice, home and business,—that kind of education with a carry-over from the classroom to the shop, field or office.

It is unnecessary to point out that many ambitious young men and young women of the province are seeking to obtain vocational education, whether scientific, technical or commercial, through private agencies at great expense to themselves. Private schools are filling a public need. Correspondence courses find students in every corner of the province. Night schools are well attended. The Provincial Executive of the Local Council of Women recently passed a resolution asking the Department of Education to provide vocational education for girls over fifteen years of age in the new institute. These facts indicate that the continent-wide interest in technical education has not missed this province.

Without entering into a description of the proposed new building, which properly falls to the Architect's Department, it may be permitted to point out that the new structure provides for administrative offices, class-rooms, lecture-rooms, assembly hall, gymnasium, art rooms, draughting rooms, science laboratories and shops for practical work in wood, metal, steam and electricity. Provision has been made for expansion especially for additional shops.

Placed on a commanding site overlooking the City of Calgary this imposing structure of collegiate Gothic style will be a credit to the province.

D. A. CAMPBELL.
Director of Technical Education.

GENERAL STATISTICS

CLASSIFICATION OF PUPILS.

GRADES	No. of Pupils 1918	Per cent. of Enrolment	No. of Pupils 1919	Per cent of Enrolment
1	28,237	25.41	31,672	26.05
2	13,109	11 79	14,035	11 57
3	13,950	12.56	14,247	11.71
4	13,484	12.14	13,887	11 42
5	10,955	9 86	12,118	9 96
6	9,762	8 78	10,815	8.89
7	7,128	6 41	8,374	6 88
8	7,536	6.79	8,487	6 98
9	3,041	2.74	3,826	3 14
10	1,912	1.72	2,151	1.76
11	1,286	1.16	1,445	1.18
12	709	64	510	.45
Totals	111,109	100	121,567	100

COMPARATIVE STATEMENT of Attendance and Classification of Pupils in Graded and Ungraded Schools.

	Graded Schools	Ungraded Schools
Number of pupils enrolled	68,329	53,238
Aggregate days' attendance of pupils	8,244,982	5,233,719
Daily average attendance of pupils	43,441.56	31,334.04
Percentage of attendance of total enrolment	63 57	58.86
Average length of school year (days)	185.95	162.96
Classification: Grade 1	15,931	15,741
Grade 2	7,625	6,410
Grade 3	7,412	6,835
Grade 4	7,414	6,473
Grade 5	6,779	5,339
Grade 6	6,055	4,760
Grade 7	5,071	3,303
Grade 8	4,748	3,739
Grade 9	3,292	534
Grade 10	2,063	88
Grade 11	1,430	15
Grade 12	509	1
Total attendance	68,329	53,238

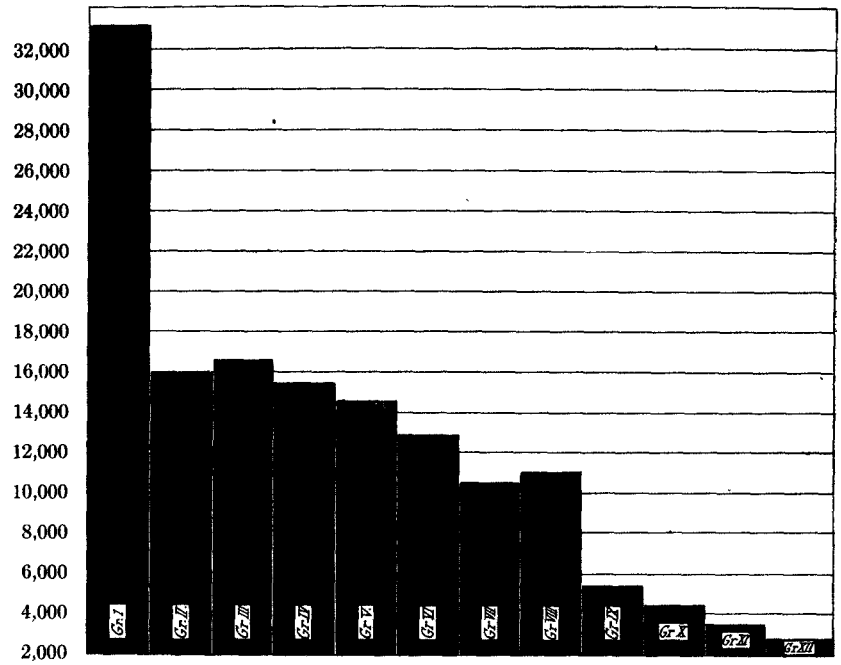
Compiled from statements from 2,434 School Districts.

AVERAGE AGE OF PUPILS.

Grade I	7.1
Grade II	8.4
Grade III	9 7
Grade IV	10.2
Grade V	11 7
Grade VI	12 8
Grade VII	13.3
Grade VIII	14.4
Grade IX	15.2
Grade X	16.4
Grade XI	17.
Grade XII	17.3

AGE.	Total No. of pupils	Percentage of Attendance
Under 7 years	9,118	7.5
Between 7 and 9 years	27,231	22.4
Between 9 and 11 years	28,690	23.6
Between 11 and 13 years	25,772	21.2
Between 13 and 15 years	20,788	17.1
Over 15 years	9,967	8.2
Total	121,567	100

DISTRIBUTION OF PUPILS IN 2,434 SCHOOLS.



THE FOLLOWING TABLE IS BASED ON DATA FROM 1,094 SCHOOLS SHOWING CLASSIFICATION OF PUPILS BY GRADES AND AGES.

AGE.	GRADES.												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Under 7 years	6,222	115	11	....	. ..	...	....	....	...	. .	. ..	....	6,348
7 years and under 8	5,339	1,661	180	21	7	....	. ..	....	....	....	....	....	7,208
8 years and under 9	2,778	2,631	1,745	311	27	4	. ..	....	...	....	....	....	7,496
9 years and under 10	1,129	1,672	2,532	1,599	336	41	2	...	....	....	....	....	7,311
10 years and under 11	521	765	1,713	2,267	1,419	379	63	4	. ..	....	2	....	7,133
11 years and under 12	293	356	890	1,622	1,972	1,280	348	107	3	....	....	....	6,871
12 years and under 13	176	163	451	1,011	1,440	1,797	1,024	444	55	3	....	....	6,564
13 years and under 14	107	112	258	523	850	1,327	1,328	126	247	47	....	8	4,933
14 years and under 15	49	58	107	274	450	759	1,016	1,394	679	234	26	29	5,075
15 years and over	73	44	73	147	235	534	794	1,530	1,496	1,288	1,116	650	7,980
Total	16,687	7,577	7,960	7,775	6,736	6,121	4,575	3,605	2,480	1,572	1,144	687	66,919

In 1,094 schools, with an enrolment of 66,919 pupils, the following is the number leaving school at the age of 15 years:

Grade I	43
Grade II	45
Grade III	42
Grade IV	94
Grade V	150
Grade VI	249
Grade VII	562
Grade VIII	474
Grade IX	163
Grade X	60
Grade XI	39
Grade XII	8
Total	1,929

The following is the percentage of the *total enrolment* leaving school at the age of 15 years:

Grade I	.06
Grade II	.07
Grade III	.06
Grade IV	.14
Grade V	.22
Grade VI	.38
Grade VII	.84
Grade VIII	.71
Grade IX	.25
Grade X	.09
Grade XI	.06
Grade XII	.001
Total	2.881

The following is the percentage of each Grade leaving school at the age of 15 years:

Grade I	2.23
Grade II	2.33
Grade III	2.18
Grade IV	4.89
Grade V	7.79
Grade VI	12.90
Grade VII	29.09
Grade VIII	24.59
Grade IX	8.45
Grade X	3.11
Grade XI	2.02
Grade XII	.42
Total	100

TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH DURING 1919.

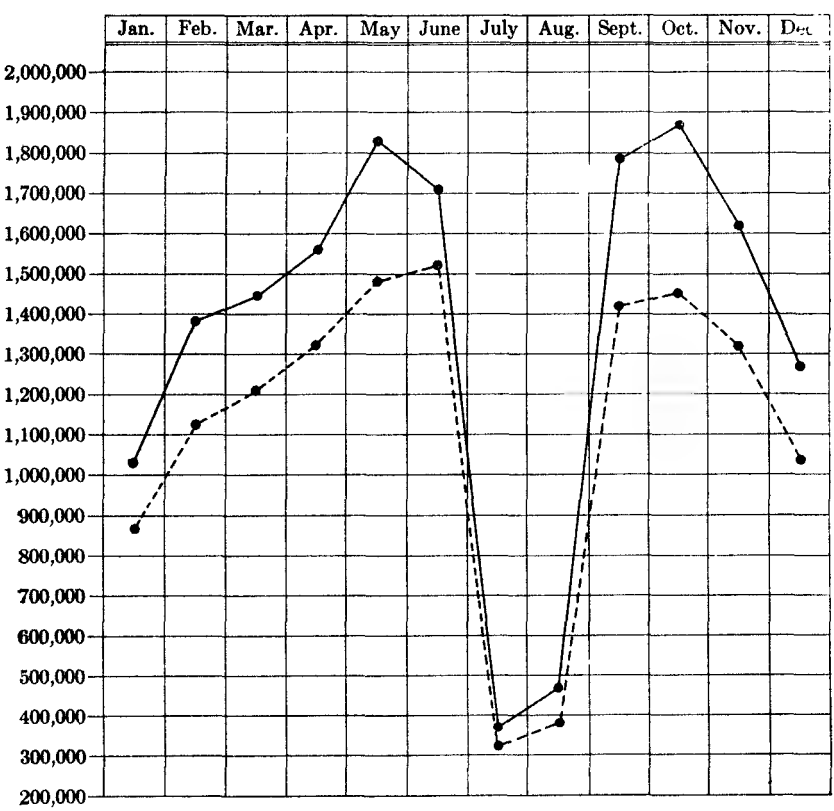
MONTH.	Possible Aggregate	Actual Aggregate	Percentage of Attendance per month
January	1,038,548.5	873,506.5	84.10
February	1,380,972.5	1,143,732.5	82.82
March	1,450,042.	1,197,335	82.57
April	1,521,699	1,308,347	85.98
May	1,820,385	1,499,399.5	82.37
June	1,700,063	1,505,185	88.53
July	381,355	303,892.5	79.69
August	479,472.5	383,960.5	80.08
September	1,773,286.5	1,416,537	79.88
October	1,857,470	1,486,817.5	80.04
November	1,615,884	1,328,733	82.22
December	1,259,994.5	1,031,255	81.84
Average monthly percentage of attendance			82.51

SCHOOL DISTRICTS.

School districts in existence December 31, 1918	2,912
Consolidations in existence December 31, 1918	54
Number of school district units in such consolidations	182
School districts erected during 1919	
Public	133
R. C. Separate	1
Consolidated	11
Number of school district units in such consolidations	34
School districts disorganized during 1919—	
Consolidated	2
Number of school district units in such consolidation	7
Total number of school districts in province December 31, 1919	3,046
Total number of consolidations in province December 31, 1919	63
Total number of school district units in consolidations December 31, 1919	209

DIAGRAM SHOWING COMPARISON BETWEEN POSSIBLE AGGREGATE ATTENDANCE AND ACTUAL AGGREGATE ATTENDANCE, SHOWING VARIATION BY MONTHS (2,434 Schools).

Possible aggregate shown in black line. Actual aggregate shown in dotted line.



ATTENDANCE OF PUPILS.

	1918	1919	Increase
No. of pupils attending school during the year	111,109	121,567	10,458
No. of boys	56,011	61,206	5,195
No. of girls	55,098	60,361	5,263
Total aggregate attendance for first term	7,223,613.77	7,527,505.5	303,891.73
Total aggregate attendance for second term	3,235,866.66	5,951,195 5	2,715,328.84
Total aggregate attendance for the year	10,459,480.43	13,478,701	3,019,220.57
Total average attendance for the year	68,488 65	74,775 6	6,286.95

PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR 1919.

Less than 20 days	7,008
Between 20 and 50 days	16,392
Between 51 and 100 days	31,343
Between 101 and 150 days	28,550
Between 151 and 200 days	37,711
More than 200 days	563
Total	121,567

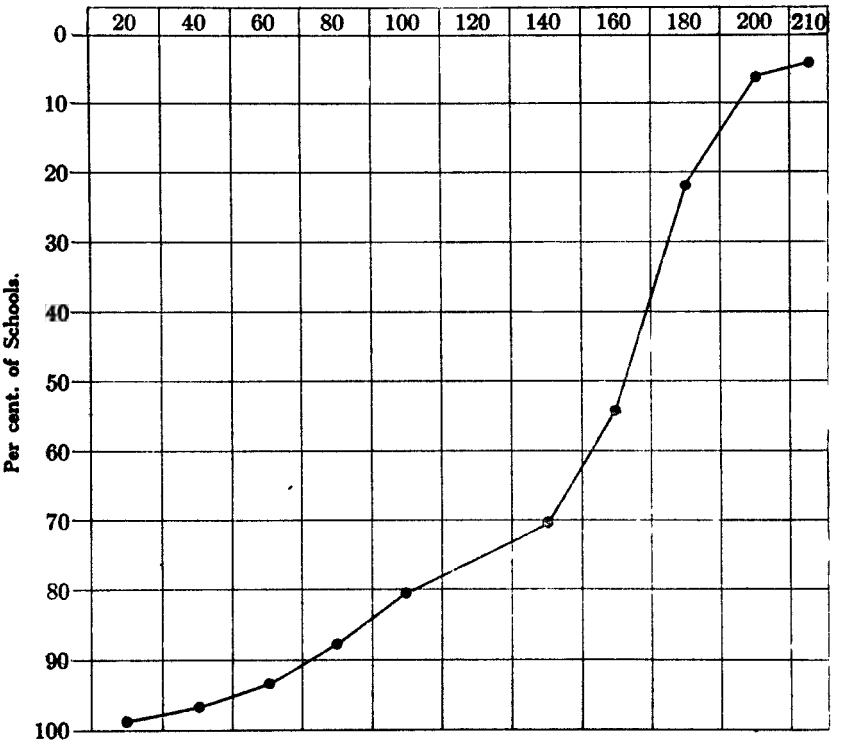
TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING THE YEAR 1919.

PUBLIC SCHOOLS	Enrolment	Average Attendance	Av. Monthly Percentages
St. Albert	203	121.19	90.1
Edmonton	12,702	8,380.80	88.1
Calgary	12,764	8,709.08	89.1
Thibeault	104	51.59	85.1
Macleod	464	298.03	88.2
Lethbridge	2,363	1,649.15	90.6
Medicine Hat	2,889	1,956.50	89.2
Fort Saskatchewan	263	151.56	77.2
Gleichen	185	115.15	84.3
Red Deer	742	486.29	88.
Pincher Creek	272	171.66	88.9
High River	426	254.66	78.1
Okotoks	213	144.78	89.2
Innisfail	346	206.41	82.5
Olds	266	141.22	81.1
Lacombe	416	254.38	89.8
Wetaskiwin	636	428.37	88.4
Leduc	231	147.95	87.7
Ponoka	234	178.55	90.2
Cardston	610	408.70	88.
Magrath	402	271.94	87.9
Blairmore	352	243 32	84.9
Didsbury	324	215.27	86.7
Raymond	443	299.96	91.7
Claresholm	379	250.37	87.3
Athabasca	113	67 06	82.7
Irvine	137	72.87	84.4
Taber	630	383.58	85.6
Stavely	127	77.79	84.6
Coleman	522	342 01	83.2
Granum	118	74.84	86.9
Camrose	576	354.26	88.3
Vermilion Centre	386	247.10	88.2
Stettler	464	276.06	86.3
New Vegreville	530	318 44	86 2

PUBLIC SCHOOLS	Enrolment	Average Attendance	Av. Monthly Percentage
Daysland	141	93.29	89.2
Strathmore	182	118.19	86.2
Wainwright	305	190.31	86.9
Hardisty	183	112.39	85.2
Diamond City	96	41.71	81.6
Bow Island	167	87.45	72.3
Tofield	194	127.84	90.9
Carmangay	126	84 24	91.
Dennis	134	56.33	74.4
Bassano	186	114.47	82.7
Castor	209	129.85	91.9
Redcliff	439	258.40	87.3
Beverly	236	147.08	89.6
Edson	119	80.38	84.6
Coronation	183	111.61	77.4
Drumheller	565	288.66	81.6
Hanna	243	159 31	57.8
Grouard	111	77 23	83.6
ROMAN CATHOLIC SEPARATE SCHOOLS.			
Calgary	1,475	908.97	91.5
Edmonton	1,673	947.74	90.1
Holy Cross	44	21.02	84.3
Lethbridge	427	299.13	90.7
Sacred Heart	73	47.72	88 2
St. Martin's	190	110 49	88.3
North Red Deer	146	87.29	95.9
Pontmain	126	70.74	85.8
St. Louis	140	86.15	87.2
Theresetta	92	47.01	90.3

Average of monthly attendances for all town schools during the year for the month actually operated, 85.9.

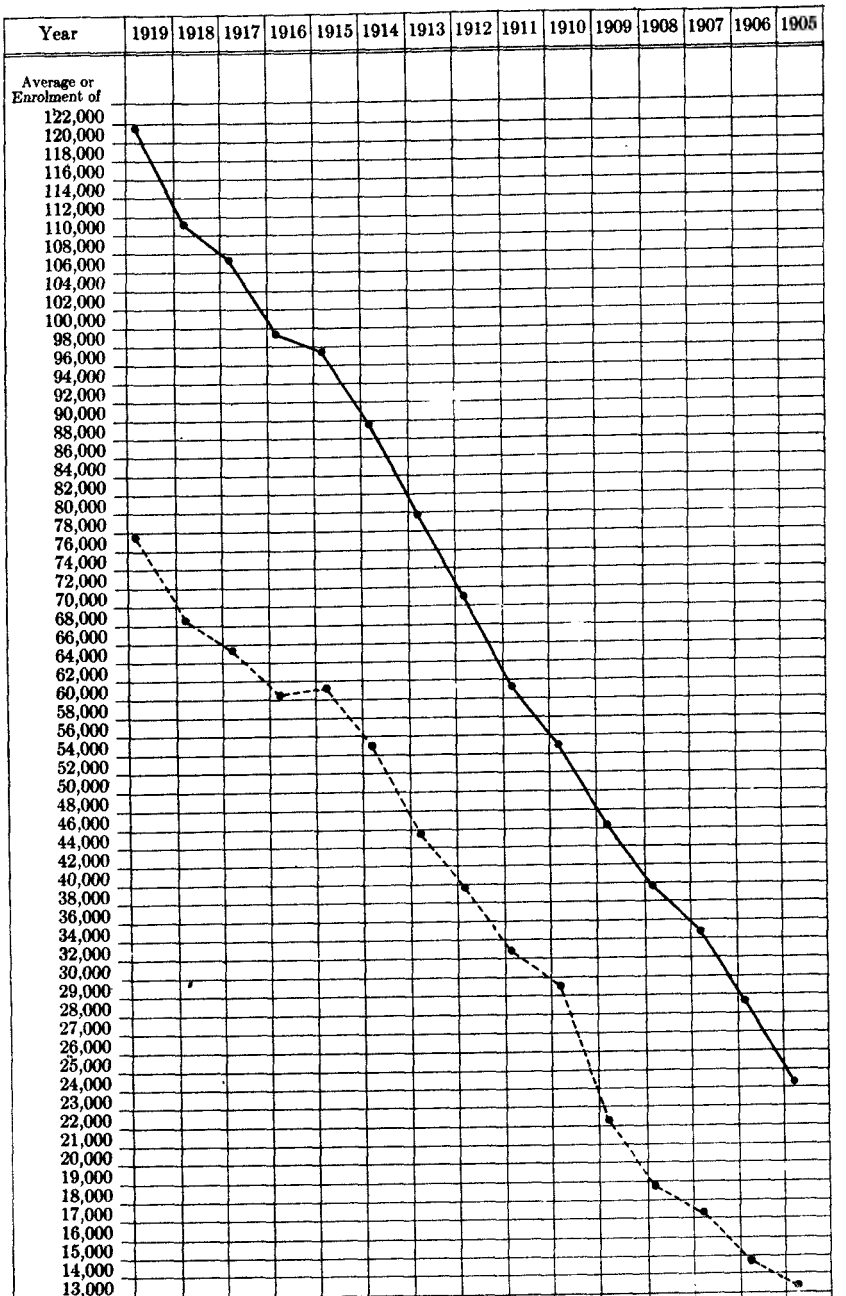
SCHOOLS IN OPERATION IN 1919.
Number of days.



This graph is to be interpreted as follows: Number of schools operating at least 20 days is 99%, at least 40 days 97.4%, at least 60 days is 93.8%, at least 80 days 88.4%, etc.

DIAGRAM SHOWING THE ENROLMENT AND AVERAGE ATTENDANCE IN ALBERTA SCHOOLS FROM 1905 TO 1919 INCLUSIVE.

Enrolment shown in black line. Average attendance shown in dotted line.



Exact figures for each year	1919	1918	1917	1916	1915	1914	1913	1912	1911	1910	1909	1908	1907	1906	1905
Total Enrolment	121,567	111,109	107,727	99,201	97,286	89,910	79,909	71,044	61,660	55,307	46,048	39,653	34,338	28,784	24,254
Average Attendance	77,775	68,488	65,374	60,271	61,112	54,582	45,888	39,226	32,556	29,611	22,225	18,923	17,310	14,782	13 375

NUMBER OF SCHOOLS IN OPERATION DURING 1918 AND 1919, AND NUMBER OF DEPARTMENTS IN EACH.

Schools Having	Total Schools		Total Departments	
	1918	1919	1918	1919
1 department	2,580	2,576	2,580	2,576
2 departments	84	95	168	190
3 "	33	46	99	138
4 "	23	21	92	84
5 "	15	20	75	100
6 "	5	4	30	24
7 "	2	8	14	56
8 "	4	3	32	24
9 "	3	4	27	36
10 "	4	4	40	40
11 "	2	4	22	44
12 "	..	1	..	12
13 "	3	1	39	13
14 "	..	1	..	14
15 "	1	.	15	..
16 "	1	2	16	32
35 "	..	1	..	35
37 "	1	..	37	..
39 "	1	..	39	..
41 "	1	1	41	41
50 "	..	1	..	50
66 "	..	1	..	66
67 "	1	..	67	..
231 "	1	..	231	..
265 "	.	1	..	265
269 "	1	.	269	..
288 "	..	1	..	288
	2,766	2,796	3,933	4,128

From reports received from 2,434 schools, the following were in operation in 1919:

Over 210 days	99
Less than 210 days and over 200 days	364
Less than 200 days and over 180 days	781
Less than 180 days and over 160 days	372
Less than 160 days and over 140 days	262
Less than 140 days and over 120 days	186
Less than 120 days and over 100 days	129
Less than 100 days and over 80 days	121
Less than 80 days and over 60 days	57
Less than 60 days and over 40 days	32
Less than 40 days and over 20 days	29
Less than 20 days	2

The schools operating less than 40 days were those newly organized.

RECEIPTS AND EXPENDITURES.

Summary of Receipts and Expenditures of School Districts for the Year.

Receipts.

Cash on hand January 1st, 1919	$ 801,662.43
Proceeds from debentures	655,960 23
Taxes collected	5,601,713 35
Government grants	713,082 92
Pupils' fees	19,147 91
Borrowed by note	1,388,000 54
Amount advanced by treasurers	10,224 71
Received from other sources	380,862.53
	$9,570,654.62

EXPENDITURES.

Teachers' salaries	$3,560,317.58
Officials' salaries	225,241.72
Paid on debentures	1,051,171.01
Paid on notes (renewals and interest)	1,503,944.24
School buildings and repairs	765,934.93
School grounds	135,804.80
School furniture	181,356.64
Library and reference books	31,195.71
Apparatus and equipment	90,808.60
Supplies and stationery, etc	93,209.44
Caretaking and fuel	526,592.58
Insurance	56,679.35
Other expenditures	583,271.99
Balance on hand December 31, 1919	765,126.03
	$9,570,654.62

Compiled from financial statements received from 2,650 school districts.

COMPARATIVE STATEMENT showing Receipts and Expenditure of Town, Village and Rural School Districts for the year.

RECEIPTS.	Town and Village Districts	Rural Districts
Cash on hand January 1, 1919	$ 318,659.62	$ 483,002.81
Proceeds of debentures	420,527.33	235,432.90
Taxes collected	3,411,440.70	2,190,272.65
Government grants	341,771.61	371,311.31
Pupils' fees	15,301.13	3,846.78
Borrowed by note	810,018.39	577,982.15
Amount advanced by treasurers	1,236.03	8,988.68
Other sources	284,351.00	96,511.53
	$5,603,305.81	$3,967,348.81
EXPENDITURES.		
Teachers' salaries	$1,825,257.41	$1,735,060.17
Officials' salaries	106,345.58	118,896.14
Paid on debentures	806,640.47	244,530.54
Paid on notes (renewals and interest)	987,635.60	516,308.64
School buildings and repairs	431,922.67	334,012.26
School grounds	77,652.56	58,152.24
School furniture	86,328.67	95,027.97
Library and reference books	11,993.46	19,202.25
Apparatus and equipment	73,307.20	17,501.40
Supplies, stationery, etc	42,102.16	51,107.28
Caretaking and fuel	370,830.58	155,762.00
Insurance	30,818.58	25,860.77
Other expenditures	469,808.70	113,463.29
Balance on hand December 31, 1919	282,662.17	482,463.86
	$5,603,305.81	$3,967,348.81

COMPARATIVE STATEMENT showing Assets and Liabilities of Town, Village and Rural Districts for the year 1919.

ASSETS.	Town and Village Districts	Rural Districts
Cash on hand	$ 282,662.17	$ 482,463.86
Arrears of taxes due	1,469,936.89	1,244,597.62
Estimated value of land and buildings	12,638,876.09	3,254,043 96
Estimated value of furniture and apparatus	894,769.91	763,028.46
Estimated value of school libraries	67,885.54	157,085.53
Other assets	680,415.14	35,859.39
	$16,034,545.74	$5,937,078.82
LIABILITIES.		
Teachers' salaries	$ 15,098.18	$ 92,095.89
Debenture indebtedness	9,142,850 95	1,032,594.72
Outstanding accounts	1,171,873.02	514,746.40
Amounts due treasurers	1,529 01	9,986.95
Excess of assets over liabilities	5,703,194 58	4,287,654.86
	$16,034,545.74	$5,937,078.82

SUMMARY OF ASSETS AND LIABILITIES of all School Districts for the Year.

ASSETS.	
Cash on hand	$ 765,126 03
Arrears of taxes due	2,714,534.51
Estimated value of lands and buildings	15,892,920.05
Estimated value of furniture and apparatus	1,657,798.37
Estimated value of school libraries	224,971.07
Other assets	716,274.53
	$21,971,624.56
LIABILITIES.	
Teachers' salaries	$ 107,194 07
Debenture indebtedness	10,175,445.67
Outstanding accounts	1,686,619 42
Amounts due treasurers for money advanced	11,515 96
Excess of assets over liabilities	9,990,849.44
	$21,971,624 56
Total insurance of property	$9,715,827 87

COMPARATIVE COST OF EDUCATION.

In all Schools—	
Cost per pupil per year according to enrolment	$52 89
Cost per pupil per year according to average attendance	85 99
Average cost per pupil for each day in attendance	4776
In Ungraded Schools—	
Cost per pupil per year according to enrolment	46.43
Cost per pupil per year according to average attendance	78 89
Average cost per pupil for each day in attendance	.4723
In Graded Schools—	
Cost per pupil per year according to enrolment	57.93
Cost per pupil per year according to average attendance	91.11
Average cost per pupil for each day in attendance	4808
In Town and Village Schools—	
Cost per pupil per year according to enrolment	49 34
Cost per pupil per year according to average attendance	91.81
Average cost per pupil for each day in attendance	.4754
In City Schools—	
Cost per pupil per year according to enrolment	60.24
Cost per pupil per year according to average attendance	89.47
Average cost per pupil for each day in attendance	.4633

TEACHERS' SALARIES, 1919.

TOWN SCHOOLS.

CLASS OF CERTIFICATE	Number of Teachers	SALARIES PAID		
		Highest	Lowest	Average
First male	179	$3,200	$900	$1,874.27
First female	289	2,600	750	1,145.51
Second male	48	2,400	850	1,437.33
Second female	592	1,900	770	1,019.08
Third male	8	2,500	775	1,473.12
Third female	25	1,300	750	930.00
Permit male	Nil	....	....	....
Permit female	Nil	....	....	....
*Pending male	Nil	....	....	....
*Pending female	Nil	....	....	....
Special male	35	2,700	1,050	1,847.42
Special female	32	2,200	800	1,300.48

VILLAGE SCHOOLS.

CLASS OF CERTIFICATE	Number of Teachers	SALARIES PAID		
		Highest	Lowest	Average
First male	31	$1,700	$960	$1,230.00
First female	36	1,600	840	1,071.66
Second male	34	2,000	850	1,179.11
Second female	103	1,300	840	973.10
Third male	2	1,600	1,400	1,500.00
Third female	15	1,200	900	979.73
Permit male	Nil	....	....	....
Permit female	Nil	....	....	....
*Pending male	Nil	....	....	....
*Pending female	1	780	780	780.00
Special male	Nil	....	....	....
Special female	Nil	....	....	....

RURAL SCHOOLS.

CLASS OF CERTIFICATE	Number of Teachers	SALARIES PAID		
		Highest	Lowest	Average
First male	105	$1,600	$720	$1,007.95
First female	263	1,200	825	951.69
Second male	271	1,400	840	1,009.14
Second female	1,231	1,400	775	945.35
Third male	75	1,200	840	977.56
Third female	426	1,250	780	944.60
Permit male	163	1,200	800	931.50
Permit female	385	1,200	720	986.63
*Pending male	53	1,250	700	947.00
*Pending female	154	1,200	800	912.19
Special male	Nil	....	....	....
Special female	Nil	....	....	....

*Teachers whose standing has not been determined for Alberta.

ROMAN CATHOLIC SEPARATE.

CLASS OF CERTIFICATE	Number of Teachers	SALARIES PAID		
		Highest	Lowest	Average
First male	5	$1,800	$950	$1,346.00
First female	39	1,400	600	953.08
Second male	9	2,040	700	1,407.77
Second female	70	1,470	600	891.84
Third male	5	1,080	800	876.00
Third female	5	1,050	700	870.00
Permit male	Nil	....	....	.....
Permit female	1	780	780	780.00
*Pending male	Nil	....	....	.....
*Pending female	6	900	600	751.66
Special male	Nil	....	....	.....
Special female	Nil	....	....	.....

CONSOLIDATED SCHOOLS.

CLASS OF CERTIFICATE	Number of Teachers	SALARIES PAID		
		Highest	Lowest	Average
First male	28	$1,800	$1,000	$1,293.21
First female	30	1,500	840	1,074.33
Second male	25	2,000	850	1,252.80
Second female	89	1,500	840	1,004.87
Third male	4	1,500	1,000	1,200.00
Third female	24	1,200	840	1,041.04
Permit male	1	1,080	1,080	1,080.00
Permit female	Nil	....	....	.....
*Pending male	1	1,000	1,000	1,000.00
*Pending female	4	1,200	892	1,023.00
Special male	Nil	....	....	.....
Special female	Nil	....	....	.....

IN ALL SCHOOLS.

CLASS OF CERTIFICATE	Number of Teachers	SALARIES PAID		
		Highest	Lowest	Average
First male	348	$3,200	$720	$1,501.14
First female	657	2,600	600	1,047.68
Second male	387	2,400	700	1,102.19
Second female	2,085	1,900	600	968.40
Third male	94	2,500	775	1,034.91
Third female	495	1,300	700	948.85
Permit male	164	1,200	700	929.49
Permit female	386	1,200	720	986.41
*Pending male	54	1,250	700	947.96
*Pending female	165	1,200	600	908.24
Special male	35	2,700	1,050	1,847.42
Special female	32	2,200	500	1,300.48

*Teachers whose standing has not been determined for Alberta.

STATEMENT SHOWING ENROLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR FROM 1906 TO 1919 INCLUSIVE.

Year	No. of Pupils Enrolled		Daily Average Attendance of Pupils		Amount Expended on Teachers' Salaries	Total No. Teachers Employed	No. of School Districts	No. School Districts Erected Each Year	Value of School Buildings and Grounds	Value of School Libraries	Excess of Assets over Liabilities
	Rural	Town and Village	Rural	Town and Village							
1906	14,576	14,208	7,395.34	7,386 73	$ 386,107.99	729	746	144	$ 926,706.26	$ 10,384.49	$ 607,678.45
1907	16,344	17,994	8,108.25	9,202.51	497,745.78	1,210	902	156	1,946,869.28	16,490 25	1,486,273.67
1908	19,599	20,054	10,104.32	8,819.44	592,222.64	1,468	1,070	168	2,553,060.43	22,879.20	1,125,362.70
1909	23,165	22,883	12,498.87	9,826.19	758,815.51	1,815	1,250	180	3,531,363.57	30,409.52	2,615,321.78
1910	29,835	25,472	15,577.58	14,033.87	908,045.12	2,217	1,501	251	4,643,612.94	39,302.70	2,941,474.49
1911	32,098	29,562	16,252.65	16,304.11	1,144,583.75	2,651	1,784	283	7,371,639 52	50,950.28	4,078,812.02
1912	36,399	34,645	19,513.65	19,712.95	1,411,200.65	3,054	2,029	245	9,908,492.24	75,327.30	4,995,691.25
1913	39,287	40,622	21,350.65	24,537.36	1,672,525.93	3,298	2,235	206	12,110,978 06	76,468.38	5,359,211.04
1914	46,550	43,360	26,030 23	28,552.69	2,050,697.01	3,978	2,360	125	13,442,987 54	86,597.74	6,189,898.57
1915	51,207	46,079	30,141.68	30,970 32	2,244,963.69	4,218	2,478	120	13,834,839.12	111,839.97	6,836,241.52
1916	47,978	51,223	27,082.80	33,188.59	2,421,404 48	4,607	2,598	120	14,165,097.25	134,387.70	8,452,140.36
1917	54,182	53,545	30,697.64	34,677.23	2,620,085 54	5,133	2,779	181	14,486,014.29	150,690.62	9,069,982.43
1918	48,880	62,229	28,961.28	39,527 37	2,860,351 67	5,652	2,971	192	14,863,976.33	191,387.86	8,827,683.37
1919	53,238	68,329	31,334.04	43,441.56	3,560,317 58	4,902	3,114	145	15,892,920.05	224,971 07	9,990,849.44

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1919.

NAME	No.	Date of Erection	Twp.	Rge.	M.	TRUSTEE
Allied	3763	Jan. 10,1919	46	17	4	Thos. C. Hagen
Delayed	3764	Jan. 10, 1919	6-7	6-5	4	A. Brant
Britain	3765	Jan. 10, 1919	40	15-14	4	W. J. McLean
Woodrow	3766	Jan. 10, 1919	40-41	15	4	W. J. Campion
Currie	3767	Jan. 11, 1919	72	7-6	4	E. S. Farr
Sayre	3768	Jan. 18, 1919	27	23-22	4	J. A. Macgregor
Rosebud River	3769	Jan. 18, 1919	27	23	4	J. A. Macgregor
Locksley	3770	Jan. 25, 1919	21	11-10	4	J. H. Smith
Nacmine	3771	Jan. 27, 1919	29	20	4	T. B. Lett
Myrtle	3772	Feb. 7, 1919	27-26	8-7	4	E. T. Mitchell
Circle Ranch	3773	Feb. 7, 1919	21	12-11	4	Louis Roemmele
Gannon	3774	Feb. 7, 1919	40	6-5	4	A. L. Danielson
Advent	3775	Feb. 14, 1919	28	24	4	J. A. Macgregor
Paddy Spring	3776	Feb. 14, 1919	27-28	23-24	4	J. A. Macgregor
Level Land	3777	Feb. 14, 1919	27-28	23-24	4	J. A. Macgregor
Rosebud Heights	3778	Feb. 14, 1919	27-28	23	4	J. A. Macgregor
Robinson	3779	Feb. 21, 1919	10-9	4-3	4	L. J. Williams
Fawn Hill	3780	Feb. 21, 1919	20-19	20-19	4	Geo. Greaves
Busby Park	3781	Feb. 21, 1919	57	27-1	4-5	Geo. Saunders
Faust	3782	Feb. 21, 1919	73	11-10	5	
Swan Valley	3783	Feb. 21, 1919	73	10-9	5	
Tortoise	3784	Feb. 21, 1919	74-73	10-9	5	
Glass Lake	3785	March 3, 1919	73	10-9	6	
Gimli	3786	March 3, 1919	72	11-10	6	
Steele	3787	March 3, 1919	78-77	3-2	6	
Royal Banner	3788	March 3, 1919	74-73	10	6	
Hines	3789	March 3, 1919	27	24	4	
Little Prairie	3790	March 21, 1919	82-81	20-19	5	
Red Willow River	3791	March 21, 1919	70	12-11	6	
Smith	3792	March 21, 1919	72-71	26-21	5-4	
Mirror Landing	3793	March 21, 1919	72-71	1	5	
Butzeville	3794	March 21, 1919	43-42	1	4	C. Sigurdson
Redland	3795	March 21, 1919	27-26	22	4	Wm. Fisher
Fordson	3796	March 21, 1919	25-24	10-9	4	G. M. Cleave
Turner	3797	March 21, 1919	25-24	26	4	W.E. Kerr
Silver Beach	3798	March 21, 1919	36	6-5	4	E. Glazier
Crystal	3799	March 21, 1919	30	8-7	4	C. H. Burns
Stony Lake	3800	March 21, 1919	83-82	26-25	5	J. A. Elgin
Kirby	3801	March 21, 1919	28	22-21	4	E. Kirby
Scotia	3802	March 21, 1919	28	27	4	Jas. Reid
Great Star	3803	March 21, 1919	33-32	12-11	4	J. Stern
Baintree	3804	March 21, 1919	26-25	24-23	4	Chas. County
Lone Birch	3805	March 21, 1919	38-37	17-16	4	W. J. Taylor
Gadshill	3806	April 2, 1919	9-8	2-1	5	R. H. Roberts
Little Burnt	3807	April 2, 1919	81-80	2	6	
Silvercrest	3808	April 8, 1919	36-35	7-6	4	F. J. Doherty
North Rossyth	3809	April 9, 1919	43	9	4	Walter Scott
New West	3810	April 24, 1919	14	16	4	Percy Love
Lawson	3811	April 24, 1919	26	20-19	4	W. A. Forgey
Snake Valley	3812	April 24, 1919	16-15	21-20	4	L. C. Jackson
Garrard	3813	April 24, 1919	16-15	22-21	4	Dave McIntyre
Dartique	3814	April 24, 1919	28	5-4	5	J. W. McEachern
Arlington	3815	April 24, 1919	27-26	12-11	4	Chester Holbrook
Cypress Hills	3816	May 10, 1919	9-8	1	4	Anton Grunfelder
Sideview	3817	May 10, 1919	62-61	11-10	4	Orin Daily
Bentley Lake	3818	May 10, 1919	58	8-7	4	Arthur Cleven
East Burnt	3819	May 10, 1919	81-80	2-1	6	J. L. Thompson
George Lake	3820	May 21, 1919	65-64	23-22	4	W. C. Richards
Lee Heights	3821	May 21, 1919	65-64	23	4	W. C. Richards
Lily Lake	3822	May 26, 1919	58-57	10-9	5	Chas. Knox
Meridian	3823	March 21, 1919	84-83	1-26	6-5	E. S. Farr
Heatherbloom	3824	June 14, 1919	29	12-11	4	J. G. Tewsley
Niles	3825	June 14, 1919	26-25	10-9	4	S. L. Wilhelm
Mons	3826	June 14, 1919	4-3	9-8	4	Wm. M. Peters
Jarvis	3827	June 14, 1919	27-26	24-23	4	E. M. Fetroe
Beaconsfield	3828	June 14, 1919	42	5-4	5	F. G. Buchanan
Black Mud	3829	June 14, 1919	49-48	24-23	4	H. Willson

NAME	No.	Date of Erection	Twp.	Rge.	M.	TRUSTEE
Ivanhoe	3830	June 18, 1920	23–22	19–18	4	
Old Chief	3831	July 9, 1919	1	25–24	4	D. B. Christie
Pruden's Crossing	3832	July 9, 1919	78–77	24	5	
Allbush	3833	July 9, 1919	61–60	24	4	T. H. Wyatt
Wintering Hills	3834	July 9, 1919	26–25	19	4	J. Hanneuse
Riverbow	3835	July 9, 1919	15	17–16	4	C. L. Tharp
Greyville	3836	July 16, 1919	67–66	23–22	4	
Church Hill	3837	July 9, 1919	28	20–19	4	E. O. Brewer
Fulham	3838	July 9, 1919	56–55	14–13	5	
Evergood	3839	July 9, 1919	39–38	11	4	Chas. Wilson
Passchendale	3840	July 15, 1919	47–46	7	4	J. A. Thomson
Leadville	3841	July 16, 1919	22	17–16	4	M. E. Lazerte
Pueblo	3842	July 16, 1919	23–22	16	4	M. E. Lazerte
Denver	3843	July 16, 1919	23	16	4	M. E. Lazerte
Lake Valley	3844	Aug. 21, 1919	13	8–7	4	J. B. Morrow
Lucan	3845	July 24, 1919	58–57	19–18	4	J. Morgan
Clinton	3846	Aug. 8, 1919	38–37	11–10	4	
Westville	3847	Aug. 8, 1919	34–33	7–6	4	
Sundre	3848	Aug. 8, 1919	33–32	5–4	5	
Doran	3849	Aug. 8, 1919	36–35	8–7	4	John Lillejord
Rushmere	3850	Aug. 8, 1919	33	9–8	4	F. Bailey
Bearspaw	3851	Aug. 8, 1919	25	3–2	5	W. M. Parslow
Wardlaw	3852	Aug. 8, 1919	23–22	12–11	4	Wm. Neale
Wellman	3853	Aug. 21, 1919	21	14	4	Peter Fraser
Swalwell	3854	Aug. 21, 1919	30	24	4	Dr. H. M. Elliott
South Bear Lake	3855	Aug. 21, 1919	83–82	24–23	5	
Centre Ridge	3856	Aug. 21, 1919	13–12	22	4	H. E. Irwin
Petain	3857	Sept. 3, 1919	21–20	17–16	4	T. W. Henderson
Pau	3858	Sept. 3, 1919	21–20	16	4	T. W. Henderson
Girouxville	3859	Sept. 6, 1919	78–77	22–21	5	
Berrymoor	3860	Sept. 9, 1919	50–49	6–5	5	Chirchill Cropley
East Springs	3861	Sept. 9, 1919	16	7–6	4	Harry Roads
Bow Slope	3861	Sept. 9, 1919	16–15	16	4	A. R. Braucht
Burn Brae	3862	Sept. 9, 1919	21	18–17	4	H. P. Ferguson
Vetford	3864	Sept. 9, 1919	23–22	9	4	
Stalworthy	3865	Sept. 9, 1919	21–20	8	4	D. H. Mackenzie
Three Lakes	3866	Sept. 9, 1919	84–83	23	5	
Dolan	3867	Sept. 16, 1919	2–1	26–25	4	Chas. J. Zemp
Swan River Village	3868	Sept. 16, 1919	74–73	10–9	5	
Cassils	3869	Sept. 18, 1919	19–18	15	4	T. W. Henderson
North Cassils	3870	Sept. 18, 1919	20–19	16–15	4	T. W. Henderson
South Cassils	3871	Sept. 18, 1919	19–18	16–15	4	T. W. Henderson
Telegraph	3872	Sept. 16, 1919	55–54	5–4	4	Frank Long
Canuck	3873	Sept. 22, 1919	73–72	7–6	6	
Byron	3874	Sept. 22, 1919	30–29	4–3	5	J. M. Brunett
Devonia Lake	3875	Sept. 22, 1919	49–48	2–1	4	J. A. George
Hay Lake Village	3876	Sept. 25, 1919	49–48	22–21	4	
Silver Willow	3877	Oct. 9, 1919	52–51	3–2	4	H. R. Parker
Camp Creek	3878	Oct. 9, 1919	61–60	5–4	5	W. L. Violette
Glencairn	3879	Oct. 9, 1919	24–23	26–25	4	H. Groves
Smoky Lake	3880	Oct. 9, 1919	59–58	18–17	4	J. Morgan
North Kotzman	3881	Oct. 9, 1919	60–59	17–16	4	J. Morgan
Beaver Crossing	3882	Oct. 21, 1919	63–62	2–1	4	J. P. Longbelle
Brinsley	3883	Oct. 24, 1919	57–56	13–12	4	J. Morgan
Forcina	3884	Nov. 7, 1919	28	14–13	4	D. Martin
Grassy Lake	3885	Nov. 6, 1919	61–60	10–9	4	X. P. Crispo
Veillette	3886	Nov. 6, 1919	60	13–12	4	X. P. Crispo
East Lee Valley	3887	Nov. 10, 1919	33–32	1	4	
West Lee Valley	3888	Nov. 10, 1919	33–32	2–1	4	
Bruce Lake	3889	Nov. 24, 1919	26	26	4	O. R. Akins
Glenister	3890	Nov. 24, 1919	58	7–6	5	E. Guse
Lawn Hill	3891	Nov. 24, 1919	43–42	13	4	H. McKenzie
Kenilworth	3892	Dec. 9, 1919	50	5–4	4	C. D. Buchanan
Gouin	3893	Dec. 9, 1919	58	25–24	4	J. J. LeBlanc
Rocky Bay	3894	Dec. 9, 1919	60–59	11–10	4	
Fenham	3895	Dec. 16, 1919	52–51	3–2	4	S. Heathcote
Separate School Public						
St. Aubin	24	Sept. 22, 1919	43	2–1	4	

ERECTIONS OF CONSOLIDATED SCHOOL DISTRICTS

NAME	No.	Date of Erection	Twp.	Rge.	M.
Arrowwood	59	Jan. 11, 1919	21-20	24–23–22	4
Gem	60	July 16, 1919	23–22	17–16	4
Galahad	62	Aug. 5, 1919	42–41–40	14–13	4
Botha	61	Aug. 5, 1919	39–38	18–17	4
Clemenceau	63	Sept. 3, 1919	21–20	17–16	4
Hastings Coulee	64	Sept. 4, 1919	42–41–40	17–16–15	4
Cassils	65	Sept. 18, 1919	19–18	16-15	4
Donnelly	66	Oct. 24, 1919	78-77	21–20	5
Clyde	67	Nov. 10, 1919	60–59	25–24	4
Lee Valley	68	Nov. 10, 1919	33–32	1–2	4
Falher	69	Dec. 8, 1919	77–78	21–22	5

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